

DISTRICT STRATEGIC ACCOUNTABILITY PLAN

2006-09

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Kansas City, Missouri
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Please Note: This action plan is a living document that will be consistently reviewed in light of data with action steps, targets and measures adjusted accordingly. Changes recommended by the Accountability Team and approved by the Superintendent will be posted to BoardDocs for School Board information. If changes in objectives, or in action step targets or measures which are part of the superintendent's evaluation (flagged items), are needed they will be brought to the School Board for vote.

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Part 1: District Profile

NARRATIVE

- Kansas City, Missouri School District

PART 1: District Profile

Narrative

**The following descriptions are primarily drawn from the Summer 2006 report of the Council of Great City Schools
*Review of the Instructional Program and Operations of the Kansas City (Missouri) School District***

Introduction and Background

Kansas City, located on the western edge of the State of Missouri, is part of a metropolitan area of about 1.6 million people. The Kansas City (Missouri) School District (KCMSD) covers about 87 square miles and serves a population of 240,000 in Kansas City and the municipalities of Independence and Sugar Creek, Missouri.

Demographics

The KCMSD is the second largest public school system in the state. (The St. Louis school system is the largest.) The district has seen its enrollment decline substantially over the years. On the last Wednesday of September 2005 the Pre-K to 12 enrollment in all regular and contract schools was 28,299. Preliminary reports for September 2006 show slightly lower enrollment of 27,510 students.

The district's preliminary September 2006 enrollment is approximately 64.2 percent African-American, 13.8 percent white, 19.8 percent Hispanic, 2 percent Asian/Pacific Islander, and less than .2 percent Native American. In January 2006, the last official count date, 80 percent of the district's students were eligible for a free or reduced price lunch subsidy.

Governance

The school district is governed by an elected, nine-member Board of Education. Six of the board's members represent specific areas of the district, while the other three, who are elected at-large, represent the district as a whole. The school board is a policymaking body whose primary function is to establish rules and regulations concerning organization, general policies, and major plans and procedures for the public schools. The board has four standing committees—executive, finance and audit, education, and government relation—and also appoints the superintendent, who oversees the district's administrative operations.

Status of Accreditation

In October 1999, the State Board of Education (SBE) withdrew the district's academic accreditation, an action prompted by the district's failure to meet the state's standards under the Missouri School Improvement Program (MSIP). In April 2002, the SBE granted the district "provisional accreditation," lifting the threat of a state takeover. In January 2004, the SBE completed a full-scale accreditation review after which the district retained its provisional accreditation status.

Status of Desegregation Program

The state also reached a settlement in 1998 to phase out desegregation funding for the district. At that time, the Kansas City (Missouri) School District was receiving \$110 million in annual desegregation assistance; in 2000-01, the district received \$28 million for this purpose. In August 2003, the U.S. District Court granted the district's request to end court supervision of the 26-year-old school desegregation case. The settlement agreement included a payment by the state of approximately \$320 million over a two year period. These funds were set aside for debt service, operating expenditures, capital maintenance, and technology.

District Schools

The district operates 72 schools and centers that are supported by administrative offices. In 1998, the district converted one-half of its magnet schools to neighborhood or comprehensive community schools. The majority of schools have been reconverted over the last few years to Comprehensive Community Schools (neighborhood schools). There are 46 elementary, 9 middle, 7 high, 2 early childhood, 7 alternative, and 1 Career and Technical school.

Budget and Staffing

The Kansas City (Missouri) School District (KCMSD) has had trouble balancing its budgets for several years. Declining enrollments and the inability of the state to fund its foundation formula fully has resulted in shrinking revenues. In addition, levies have not increased in 30 years. Consequently, the district has balanced its budgets through a combination of expenditure reductions and ending balances. The district's budget for operating expenditures for FY 2006 is \$340,856,425. About 85 percent of the budget goes for school-level services.

The school district employed more than 4,300 people, some 2,600 (60 percent) of whom were teachers, in fiscal year 2004-2005. The ratio of students to all teachers was 12:1 and the ratio of students to classroom teachers was 17:1. Ninety-one percent of classes were taught by "highly qualified teachers" pursuant to the federal *No Child Left Behind* Act.

Annually, the Missouri Department of Elementary and Secondary Education (DESE) publishes a district report card on their website. On the following pages are the last published report. The 2005-2006 year report is expected to be published on the site in December of 2006.

Part 2: Beliefs: Vision and Mission

DISTRICT

- Vision
- Mission Statement

DISTRICT VISION

A school district, recognized as the most valuable asset of the community, delivering quality education to the city's children and thriving on their diversity.

DISTRICT MISSION

The mission of the KCMSD is to work in partnership with parents and the community to produce students with the knowledge, skills and abilities to become life-long learners and leaders. Students enrolled in KCMSD will be productive and responsible citizens capable of competing successfully in a changing global society.

Part 3: Desired Results for Student Learning

- U.S. Department of Education: No Child Left Behind – Adequate Yearly Progress
- Missouri State Show-Me Standards
- Kansas City, Missouri School District's Goals

U.S. Department of Education No Child Left Behind – Adequate Yearly Progress

The federal No Child Left Behind (NCLB) legislation calls for 100% of students to be proficient in Communication Arts and Mathematics by 2014. The following tables represent the incremental goals set by the state of Missouri for the years leading up to 2014.

AYP – Communication Arts Goals

Proficient											
<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
19.4%	20.4%	26.6%	34.7%	42.9%	51.0%	59.2%	67.4%	75.5%	83.7%	91.8%	100%

AYP – Mathematics Goals

Proficient											
<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
9.3%	10.3%	17.5%	26.6%	35.8%	45.0%	54.1%	63.3%	72.5%	81.7%	90.8%	100%

**NOTE: DESE will be adjusting the 2007-2013 goals in late fall 2006.

Missouri State Show-Me Standards

- Goal 1:** Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Goal 2:** Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Goal 3:** Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Goal 4:** Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Kansas City, Missouri School District Goals

- Goal 1:** Teach all students to the highest academic standards.
- Goal 2:** Provide a safe and disciplined school environment.
- Goal 3:** Operate efficient and effective supports for learning.
- Goal 4:** Ensure strong community collaboration and parent involvement.

Part 4: Analysis of Instructional and Organizational Effectiveness

- Analysis of Adequate Yearly Progress (AYP) and Missouri Assessment Program (MAP)
 - Communication Arts and Math

AYP

Communication Arts

Proficient	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
State GOALS	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7	91.8	100
District ACTUAL	12.9	13.1	14.3	20.3	21.8							
Asian		21.9	18.6	38.8	44.7							
Black	10.1	9.6	11.6	17.5	18.8							
Hispanic	13.7	13.3	14	17.4	21							
NativeAmerican	15.4	6.7	21.4	30	24							
White	25.5	27.9	26.4	34.4	34							
F/R Lunch	11.1	11.5	13.3	18.4	20.1							
IEP	5.5	6.6	8.8	7.3	8.4							
LEP	8.3	11.2	11.9	16.5	**							

**2007 LEP Data is still being corrected and is not finalized

AYP Mathematics

Proficient	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
State GOALS	9.3	10.3	17.5	26.6	35.8	45.0	54.1	63.3	72.5	81.7	90.8	100
District ACTUAL	10.1	12.2	13.9	18.4	20.3							
Asian		26.3	30.4	37.5	43.6							
Black	8.2	10.5	10.9	14.8	16.1							
Hispanic	11.2	12.2	16.9	20.3	22.8							
NativeAmerican	12.5	16.7	35.3	16.1	14.3							
White	16.5	20	22.1	30.7	32.8							
F/R Lunch	9.5	11.8	13.6	16.9	18.6							
IEP	4.4	5.9	7.2	7.5	9.6							
LEP	8.2	9.7	20.5	19.1	**							

**2007 LEP Data is still being corrected and is not finalized

*State goals and District Actual information represents the percentage of students scoring proficient or above on MAP tests. No Child Left Behind legislation says 100% of students in all groups will be proficient by 2014.

Student Achievement Analysis

Prior to discussion of recent state assessment results from the Missouri Assessment Program (MAP), it must be noted that there was a change in the test format and the grades administered in 2006, which makes comparison of any data beyond 2007 and 2006 statistically unreliable. The test was given in grades 3-8 and 11 in Communications Arts and in grades 3-8 and 10 in Mathematics beginning in the Spring of 2006, while previously the test was given in grades 3, 7 and 11 in communication Arts and in grades 4, 8 and 10 in Mathematics.

District-wide results from the 2007 MAP Communication Arts test shows that 24.3 percent of the district's third grade students (St. Louis = 24.7/State = 43.6), 27.5 percent of fourth grade students (St. Louis = 20.9 percent/State = 46.0 percent), 26.2 percent of fifth grade students (St. Louis = 22.0 percent/State = 48.6 percent), 16.6 percent of sixth grade students (St. Louis = 16.9 percent/State = 44.4 percent), 17.9 percent of seventh grade students (St. Louis = 19.6 percent/State = 45.6 percent), 17.9 percent of eighth grade students (St. Louis = 14.5 percent/State = 42.5 percent) and 17.1 percent of eleventh grade students (St. Louis = 15.6 percent/State = 41.8 percent) were scoring at or above the proficient level. (See Table I)

District-wide results from the 2007 MAP Mathematics test show that 27.2 percent of the district's third grade students (St. Louis = 19.7 percent/State = 45.6 percent), 25.7 percent of fourth grade students (St. Louis = 15.1 percent/State = 45.2 percent), 21.8 percent of fifth grade students (St. Louis = 19.0 percent/State = 47.3 percent), 16.7 percent of sixth grade students (St. Louis = 18.1 percent/State = 48.6 percent), 14.1 percent of seventh grade students (St. Louis = 16.7 percent/State = 45.8 percent), 13.1 percent of eighth grade students (St. Louis = 13.0 percent/State = 41.6 percent) and 17.2 percent of tenth grade students (St. Louis = 15.1 percent/State = 41.0 percent) were scoring at or above the proficient level. (See Table II)

In 2007, district scores were very similar to those in St. Louis, although both were lower than the state averages. Among fourteen points of comparison (7 grade levels in each subject), Kansas City outperformed St. Louis in nine points of comparison (Grades 4, 5, 8 and 11 in Communication Arts and Grades 3, 4, 5, 8 and 10 in Mathematics), while St. Louis outperformed Kansas City in five points of comparison (Grades 3, 6 and 7 in Communication Arts and Grades 6 and 7 in Mathematics). Neither city came close to meeting or exceeding the state averages among any grade in either subject. (See Tables I and II)

In comparison of growth between 2006 and 2007, Kansas City, St. Louis and the state are much more comparable. Among fourteen points of comparison (7 grade levels in each subject) between the three groups of students, Kansas City shows the greatest amount of growth in 7 points of comparison (Grades 4, 6, 8 and 11 in Communication Arts and Grades 3, 4 and 10 in Mathematics), St. Louis in three points of comparison (Grade 7 in Communication Arts and Grades 6 and 7 in Mathematics) and the state in four points of comparison (Grades 3 and 5 in Communication Arts and Grades 5 and 8). The greatest gains from 2006 to 2007 in Communication Arts were made by Kansas City in Grade 4 Communication Arts (+5.1%). The greatest gains from 2006 to 2007 in Mathematics were made by both Kansas City (+4.8% in Grade 10 Mathematics) and St. Louis (+4.8% in Grade 7 Mathematics). (See Tables I and II)

Table I

Table II

Content Area	Grade	Year	State of MO	St. Louis	Kansas City	Content Area	Grade	Year	State of MO	St. Louis	Kansas City
Communication Arts	3	2006	43.3	25.8	24.3	Mathematics	3	2006	44	24.3	23.7
Communication Arts	3	2007	43.6	24.7	24.3	Mathematics	3	2007	45.6	19.7	27.2
Communication Arts	3	growth	0.3	-1.1	0	Mathematics	3	growth	1.6	-4.6	3.5
Communication Arts	4	2006	44.7	23	22.4	Mathematics	4	2006	44.1	20.3	24.1
Communication Arts	4	2007	46	20.9	27.5	Mathematics	4	2007	45.2	15.1	25.7
Communication Arts	4	growth	1.3	-2.1	5.1	Mathematics	4	growth	1.1	-5.2	1.6
Communication Arts	5	2006	45.9	21.4	23.7	Mathematics	5	2006	44	21.5	21.9
Communication Arts	5	2007	48.6	22	26.2	Mathematics	5	2007	47.3	19	21.8
Communication Arts	5	growth	2.7	0.6	2.5	Mathematics	5	growth	3.3	-2.5	-0.1
Communication Arts	6	2006	43	15.5	14.1	Mathematics	6	2006	44.6	13.8	12.8
Communication Arts	6	2007	44.4	16.9	16.6	Mathematics	6	2007	48.6	18.1	16.7
Communication Arts	6	growth	1.4	1.4	2.5	Mathematics	6	growth	4	4.3	3.9
Communication Arts	7	2006	43.9	15.2	17.9	Mathematics	7	2006	43.8	11.9	15
Communication Arts	7	2007	45.6	19.6	17.4	Mathematics	7	2007	45.8	16.7	14.1
Communication Arts	7	growth	1.7	4.4	-0.5	Mathematics	7	growth	2	4.8	-0.9
Communication Arts	8	2006	42.5	15.9	17.3	Mathematics	8	2006	40.7	12.8	14.4
Communication Arts	8	2007	42.5	14.5	17.9	Mathematics	8	2007	41.6	13	13.1
Communication Arts	8	growth	0	-1.4	0.6	Mathematics	8	growth	0.9	0.2	-1.3
Communication Arts	11	2006	42.7	17.9	17.1	Mathematics	10	2006	42.4	13.2	12.4
Communication Arts	11	2007	41.8	15.6	17.1	Mathematics	10	2007	41	15.1	17.2
Communication Arts	11	growth	-0.9	-2.3	0	Mathematics	10	growth	-1.4	1.9	4.8

Part 5: Action Plan

DISTRICT GOAL 1: Teach all students to the highest academic standards.

DISTRICT GOAL 2: Provide a safe and disciplined school environment.

DISTRICT GOAL 3: Operate efficient and effective supports for learning.

DISTRICT GOAL 4: Ensure strong community collaboration and parent involvement.

DISTRICT ACTION PLAN

District Goal 1: Teach all students to the highest academic standards.

(To improve Communication Arts, Mathematics and Science as assessed by the MAP.)

Objective 1.1


The school board and superintendent will set *high expectations* for student achievement and staff performance.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF.	BASE-LINE	TARGET	ACTUAL	STATUS
1.1.A Develop a board policy statement indicating support of high standards for academic performance of all students.	By end of 1 st Semest er 1/08	<ul style="list-style-type: none"> • Legal • MSBA • Policy committee 	<ul style="list-style-type: none"> • School Board • Superintendent 	Measure – Adoption of a board policy <ul style="list-style-type: none"> • The board will adopt a policy indicating support of high standards for academic performance of all students by end of 1st semester of SY08 	8.3	New	Adopted Policy by January 2008		Policy under development
1.1.B Develop a District Strategic Plan.	8/06-12/06	<ul style="list-style-type: none"> • MSIP Standards • CGCS Recommendations • Accountability Team 	<ul style="list-style-type: none"> • Superintendent 	Measure – District Strategic Plan <ul style="list-style-type: none"> • The board will adopt the District Strategic Plan by December 2006. 		New	Plan to be adopted 12/06	Each individual Goal was presented to the Board.	Adopted by Board on 12/13/06
1.1.C Develop department plans aligned to the <i>District Strategic Plan</i> .	10/06-09/07	<ul style="list-style-type: none"> • District Strategic Plan • MSIP Standards • CGCS Recommendations • Accountability Team 	<ul style="list-style-type: none"> • Superintendent • Department Heads 	Measure – Completed Department Plans aligned to the <i>District Strategic Plan</i> <ul style="list-style-type: none"> • 100% of departments will have plans aligned with the District plan and turned in to the Superintendent and Accountability Team by September 07. 		New	100% of Department Plans turned in by Sept. 2007	Departments received copies of MSIP, Strategic Plan, and CGCS reports for reference	Depts. Working on plans and meeting with DAT team in August for reviews
1.1.D Develop school plans aligned to the District Strategic Plan.	06-07	<ul style="list-style-type: none"> • District Strategic Plan • MSIP Standards • CGCS Recommendations • Accountability Team 	<ul style="list-style-type: none"> • Superintendent • Assoc. Supt. School Leadership • Principals 	Measure – Completed School Plans aligned to the <i>District Strategic Plan</i> <ul style="list-style-type: none"> • School plans will be turned in to the Associate Superintendents for School Leadership, with an electronic copy provided to Research, on September 28 with revisions due in February and May. 		New	Plans due in September Revisions due in February May	100% completed 9/29/06 Revisions received by 75% in February and 20% in May	One hundred percent of schools turned in completed plans in Sept. 06— with fewer turning in revisions later
1.1.E. Develop a District homework policy.	2007	<ul style="list-style-type: none"> • Legal • MSBA • Policy Committee 	<ul style="list-style-type: none"> • School Board • Associate Superintendent School Leadership 	Measure – District Homework Policy <ul style="list-style-type: none"> • The board will adopt a District Homework Policy 2007. 		New	To be adopted by 10/30/07	Policy in development to go to board in September	

1.1. F. Develop Title I plans to align with District Strategic Plan	10/06-06/09	<ul style="list-style-type: none"> • Department Strategic Plan • NCLB 	<ul style="list-style-type: none"> • Assistant Superintendent Federal Programs & Grants • Coordinators • Resource Teachers 	Measure – Submit plans that align to District’s Strategic Plan		New	Plan submitted by June 2007		
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Objective 1.2

Twenty five percent (25%) of students in grades 3-8 and 11 will meet or exceed the statewide *proficiency level in Communication Arts* as assessed by the spring 2007 *MAP*. (This represents a 25% increase from 2006 base line of 20.3%.)

ACTION STEPS	TIM E-LINE	ESTIMATED RESOURCES	POSITION RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF.	BASE-LINE	TARGET	ACTUAL	STATUS
1.2.A -Full Implementation of Success For All (SFA) grades PreK-8 	8/06 - 9/09	<ul style="list-style-type: none"> SFA materials, trade books, <i>Harcourt Trophies</i>, Professional development 	<ul style="list-style-type: none"> Deputy Superintendent Communication Arts (CA) Coordinator Principals Vice Principals Instructional Coaches Assistant Superintendent Federal Programs & Grants Literacy Coaches Teachers 	<p>Measure – Students scoring at proficient level or above Increased percentage of students scoring at or above the proficient level of the Communication Arts MAP test at all grade levels evaluated.</p> <ul style="list-style-type: none"> 25% of students will perform at proficient level by spring of 2007 35% Spring 2008 50% Spring 2009 <p>Measure –Students reading at or above grade level Students will read at or above grade level as determined by the 4-Sight assessment and documented in the Grade Summary form (2006-2007).</p> <ul style="list-style-type: none"> 25% of students will be at grade level at the end of quarter 1 (11/06) 30% of students will be at grade level at the end of quarter 2 (1/07) 35% of students will be at grade level at the end of quarter 3 (3/07) 40% of students will be at grade level at the end of quarter 4 (6/07) 	6.1, 6.2, 6.3, 6.4, 9.1	20.3%	25%	21.8%	Not Met
1.2.B - Increase the rigor of current developmental reading courses offered through Achievement First! high schools	8/07 - 6/08	<ul style="list-style-type: none"> READ 180 Materials Professional development, including in-classroom coaching support 	<ul style="list-style-type: none"> Assistant Superintendent Director of Secondary CA Principals Literacy Coaches Teachers 	<p>Measure - Student gains in reading scores 60.5% of students enrolled in READ 180 will show at least one year's growth in reading as measured by the Scholastic Reading Inventory</p>		39.5%	60.5% 1 year growth	39.5%	READ 180 replaced Strategic Reading & Writing in Your Career Course in 7 HS, including 4 of the 5 AF HS. 1,576 students were enrolled in READ 180 Jan. SY 07. 1,917 students are currently enrolled in READ 180

									SY 07-08 across 7 high schools. 39.5% are Proficient or higher and 60.5% are Below Proficient according to the Aug. 07 SRI.
1.2.C – <i>Measuring What Matters</i> (MWM) will be used to observe all Achievement First! Classrooms.	9/06 - 6/09	<ul style="list-style-type: none"> • MWM materials • Palm Pilots • Professional development 	<ul style="list-style-type: none"> • Principals • Vice Principals • SIF • Instructional Support staff • Teachers 	Measure - MWM observations Six observations using MWM will be conducted in each classroom each year. These will be conducted at the beginning, middle and end of the fall terms (1 & 2) and the spring terms (3 & 4).		TBD	6 obs/class	MWM was discontinued during 2006-07	New observation forms are being developed for SY08 based on DESE's MSIP observation forms
1.2.D - School leaders and the SIF will review the MWM data and plan how to use early release time to share the data with teachers.	8/06 - 6/09	<ul style="list-style-type: none"> • Technical support • MWM reports • Professional development 	<ul style="list-style-type: none"> • Assoc. Supt. School Leadership • Principals • SIF • Exec. Director of IT 	Measure At least one early release each month will be used for professional development to improve instruction based on data that include MWM.		Varied	1 per month	Early release PD days used available quarterly tests and other data	Early release PD was data driven, using current attendance, quarterlies, etc. in coop. with SIF's— new observation data instruments based on DESE MSIP forms will be used in addition in SY08
1.2.E. Full Implementation of Reading First Grant	8/06 - 6/07	<ul style="list-style-type: none"> • Reading First Grant 	<ul style="list-style-type: none"> • Assistant Superintendent Federal Programs & Grants • Grants Coordinator • Director Reading First 	Measure – Students scoring at proficient level or above Increased percentage of students scoring at or above the proficient level of the Communication Arts MAP test at grade 3 <ul style="list-style-type: none"> • 25% of students will perform at proficient level by spring of 2007 	6.1, 6.2, 6.3, 6.4, 9.1	20.3%	25%		

Objective 1.3

All district-wide subgroups will achieve the annual yearly progress (AYP) goals required by the state in *Communication Arts* as measured by the *Missouri Assessment Program (MAP)*.


* Subgroups as defined by the US Department of Education No Child Left Behind legislation (NCLB): ethnicity, socio-economic status, Individual Education Plan (IEP), and Limited English Proficient (LEP).

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.3.A - Provide differentiated instruction through homogenous grouping with SFA implementation	8/06-6/09	<ul style="list-style-type: none"> SFA Literacy materials SFA end of cycle assessments SFA consultants 	<ul style="list-style-type: none"> CA Director Principals Instructional coaches Teachers 	<p>Measure - Discrepancies between subgroups</p> <ul style="list-style-type: none"> No greater than 28% discrepancy between any subcategory groups 2006-2007. No greater than 24% discrepancy between any subcategory groups 2007-2008. No greater than 20% discrepancy between any subcategory groups 2008-2009. <p>Measure - Number of subgroups meeting AYP goals</p> <ul style="list-style-type: none"> 3/9 groups in 2006-2007 4/9 groups in 2007-2008 6/9 groups in 2008-2009 	6.1, 6.2, 6.3, 9.1	31.5%	28%	36.3%	The target of 28% was met in 7 of the 8 groups. Target not met in IEP.
1.3.B - Provide instruction in students' native language when resources are available in a variety of program formats such as bilingual education, dual language, etc.	8/06-6/09	<ul style="list-style-type: none"> Professional development Bilingual staff Instructional materials in students' native language when available 	<ul style="list-style-type: none"> Director Language Services Principals Teachers 	<p>Measure - MAP Performance Index (MPI) scores</p> <ul style="list-style-type: none"> The MAP Index scores for Communication Arts for each subgroup will increase by at least 3 points annually from 2007 to 2009 at grades 3-8 and 11. <p>Measure - Bank of lesson plans available online</p> <ul style="list-style-type: none"> Plans for quarter 1 of SY08 will be available 9/07 Plans for quarters 2-4 will be available by 10/15/07 <p>Measure - Pacing guides including lesson plans for weakest areas of achievement</p> <ul style="list-style-type: none"> CA Pacing Guides reference developed sample lesson plans addressing areas of weakest achievement by 10/15/07. <p>Measure - Lesson plans</p> <p>100% of secondary CA teachers will show evidence in their lesson plans of referencing the bank of developed lesson plans</p>		2/9	3/9	1/9	Ongoing
						MAP Index 2006	3 points higher	Target growth made in 3 grade levels	Grades 4,5 & 6
						New	1 st Quarter by 9/07 2nd-4 th Q. by 10/07		SFA provided lesson plans and pacing guide for SY07
						New	Pacing Guides for secondary courses and writing curriculum on line by 10/07		additional lesson plans related to CA and writing are being developed for SY08

1.3.C. Develop and implement a bank of model lesson plans in areas assessment data indicate have the weakest achievement in K-12 Communication Arts to assist teachers in providing differentiated instruction.	1/07 for Quarter 3 3/07 for Quarter 4	<ul style="list-style-type: none"> • Literacy Coaches • Assessment Coordinator • Teachers • Model Lesson Plans • Professional development • Technical support 	<ul style="list-style-type: none"> • CA Coordinator • Literacy Coaches • Principals • Vice Principals 		6.2, 6.4, 7.1, 7.2, 9.1	New	100% Lesson Plans	No additional lessons developed	Implementing SFA targeted lesson plans
1.3.D. Coordinate the Resources to ensure that students living in poverty obtain high academic standards	7/06-6/09	<ul style="list-style-type: none"> • Title I • Title II • Title III • Title V 	<ul style="list-style-type: none"> • Assistant Superintendent Federal Programs & Grants • Coordinators • Resource Teachers 	Measure – Provide financial and technical resources to schools with high percentage of students from low income families <ul style="list-style-type: none"> • Target assisted (students of greatest need) • Schoolwide 	6.1, 6.2, 6.3, 9.1				
1.3.E Monitor School Plans that support NCLB	7/06-6/09	Title I Staff	<ul style="list-style-type: none"> • Assistant Superintendent Federal Programs & Grants • Coordinators • Resource Teachers 	Measure – Funds expended to support disadvantaged students <ul style="list-style-type: none"> • 90% of funds expended during targeted year. 					
1.3.F. Monitor Implementation of activities for Schools In Improvement	10/06-6/09	<ul style="list-style-type: none"> • Professional development • Extended Learning 	<ul style="list-style-type: none"> • Assistant Superintendent Federal Programs & Grants • Coordinators • Resource Teachers 	Measure - MAP Performance Index (MPI) scores <ul style="list-style-type: none"> • The MAP Index scores for Communication Arts for each subgroup will increase by at least 3 points annually from 2007 to 2009 at grades 3-8. 	6.1, 6.2, 6.3, 9.1	MAP Index 2006	3 points higher		

Objective 1.4

Twenty three percent (23%) of students in *grades 3-8 and 10* will meet or exceed the statewide *proficiency level in Mathematics* on the *MAP*. (This represents a 25% increase from the 2006 baseline of 18%.)

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.4.A Fully implement <i>Investigations</i> Math Program K-5 in all elementary schools	8/06-6/09	<ul style="list-style-type: none"> <i>Investigations</i> Program Professional development MAP data Math Coaches 	<ul style="list-style-type: none"> Math Coordinator Principals Teachers 	Measure – Students scoring at proficient level or above Increased percentage of students scoring at or above the proficient level of the Mathematics MAP test at all grade levels evaluated. <ul style="list-style-type: none"> 23% of students will perform at proficient level by spring of 2007 35% by spring of 2008 50% by spring of 2009 	6.1 6.2 6.3 6.4 9.1	18.4%	23%	20.3%	Not Met
1.4.B. Fully implement <i>Connected Math Project 2</i> 6-8 in all middle schools	8/06-6/09	<ul style="list-style-type: none"> <i>Connected Math 2</i> w/ manipulatives Professional development MAP data Math Coaches 	<ul style="list-style-type: none"> Math Coordinator Principals Teachers 	Measure - Student scores on the District's mathematics quarterly assessments 50% students will meet or exceed the mastery criteria on the 4 th mathematics quarterly assessment		New	50%	Q4: 33.3% of students met or exceeded the mastery criteria	33.3% of students met the mastery requirement, short of the 50% goal
1.4.C. Implement <i>I Can Learn Algebra</i> Lab 9 th grade 	8/06-6/09	<ul style="list-style-type: none"> <i>I Can Learn Algebra</i> Computer Lab Math coaches 	<ul style="list-style-type: none"> Math Coordinator Principals Teachers 	Measure –Algebra course pass rate Increased percentage of students passing Algebra I course in the high schools <ul style="list-style-type: none"> 25% increase of previous year's pass rate for 2006-2007 25% increase of previous year's pass rate for 2007-2008 25% increase of previous year's pass rate for 2008-2009 		2006 baseline pass rate was 63%	25% increase would be 78.8% pass rate	69% pass rate in I Can Learn Algebra courses	Increased by 9.5%, short of meeting the 25% goal
1.4.D. Develop and implement mathematics pacing guides K-12.	Quarterly	<ul style="list-style-type: none"> RPDC Curriculum Frameworks Scope and Sequence of <i>Investigations</i>, <i>Connected Math</i>, and <i>I Can Learn Algebra</i> 	<ul style="list-style-type: none"> Math Coordinator Teachers 	Measure – Pacing Guide <ul style="list-style-type: none"> Pacing Guides will be available quarterly beginning Quarter 3 (1/07) Measure – Lesson Plans <ul style="list-style-type: none"> 100% of math lesson plans will be aligned to the district pacing guide beginning Quarter 3. 		New	Quarterly Pacing Guides	Pacing guides were made available to principals and teachers for Quarter 3	Pacing guides available to principals and teachers with principals responsible for checking lesson plans
1.4.E Support the implementation of <i>Investigations Math</i>	8/06-9/09	<ul style="list-style-type: none"> Title Funds 	<ul style="list-style-type: none"> Coordinators Resource Teachers Literacy Coaches 	Measure – Students scoring at proficient level or above Increased percentage of students scoring at or above the proficient level of the Mathematics MAP test at all grade levels evaluated. <ul style="list-style-type: none"> 35% by spring of 2008 50% by spring of 2009 	6.1 6.2 6.3 6.4 9.1	18.4%	23%		

1.4.F. Implement extended Learning Opportunities For grades K-8		Title I Funds SES/Choice School Improvement	<ul style="list-style-type: none"> • Assistant Superintendent • Federal Programs & Grants • Coordinators • Resource Teachers • Principals 	Measure – Students scoring at proficient level or above <ul style="list-style-type: none"> • 35% by spring of 2008 • 50% by spring of 2009 					
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Objective 1.5

All district-wide subgroups will achieve the *annual yearly progress (AYP)* goals required by the state in *Mathematics* as measured by the *Missouri Assessment Program (MAP)*.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.5.A. Fully implement Scott Foresman <i>Investigations</i> (K-5) and Pearson <i>Connected Math</i> (6-8), and <i>I Can Learn Algebra</i> (9 th grade)	8/06 – 6/09	<ul style="list-style-type: none"> Curriculum Materials Professional development 	<ul style="list-style-type: none"> Math Coordinator Principals Teachers 	<p>Measure - Discrepancies between subgroups</p> <ul style="list-style-type: none"> No greater than 26% discrepancy between any subcategory group, 2006-2007. No greater than 23% discrepancy between any subcategory, 2007-2008. No greater than 19% discrepancy between any subcategory, 2008-2009. <p>Measure - Number of subgroups meeting AYP math goals</p> <ul style="list-style-type: none"> 3/9 groups in 2006-2007 4/9 groups in 2007-2008 6/9 groups in 2008-2009 <p>Measure - MAP Performance Index (MPI)</p> <ul style="list-style-type: none"> The Map Performance Index scores for Mathematics for each subgroup will increase by at least 3 points annually from 2007 to 2009 at grades 3-8 and 10. <p>Measure -Math scores of the population served in the after school program.</p> <ul style="list-style-type: none"> 40% of bilingual students who participate in the after school Math support program in 2006-2007 will score at least one achievement level higher on the MAP math test 	6.1, 6.2, 6.3, 6.4, 9.1	30%	26%	34%	Not Met Completed for Investiag-tions, CMP, and ICL 2 nd yr Imple-mentation for CMP which includes PD
1.5.B Develop and implement a bank of model lesson plans in areas assessment data identify as having the weakest student achievement in math to assist teachers in providing differentiated instruction.	End of Second Quarter	<ul style="list-style-type: none"> Math Coordinator Teachers Model lesson plans 	<ul style="list-style-type: none"> Math Coordinator 	<p>Measure - MAP Performance Index (MPI)</p> <ul style="list-style-type: none"> The Map Performance Index scores for Mathematics for each subgroup will increase by at least 3 points annually from 2007 to 2009 at grades 3-8 and 10. <p>Measure -Math scores of the population served in the after school program.</p> <ul style="list-style-type: none"> 40% of bilingual students who participate in the after school Math support program in 2006-2007 will score at least one achievement level higher on the MAP math test 		2/9	3/9	1/9	Not Met In Progress
1.5.C. Provide math instruction in students' native language when	8/06-6/09	<ul style="list-style-type: none"> Bilingual Personnel 	<ul style="list-style-type: none"> Language Services Director 	<p>Measure -Math scores of the population served in the after school program.</p> <ul style="list-style-type: none"> 40% of bilingual students who participate in the after school Math support program in 2006-2007 will score at least one achievement level higher on the MAP math test 		MAP Index	3-pt increase		

resources are available, in a variety of program formats such as bilingual education, dual language, bilingual after-school programs, etc.		<ul style="list-style-type: none"> • Bilingual supplementary materials • Spanish version of materials 	<ul style="list-style-type: none"> • Principals 	<p>than they scored in Spring 2006.</p> <ul style="list-style-type: none"> • 50% of bilingual students who participate in the after school Math support program in 2006-2007 will score higher than the average ELL newcomer (first year in the district) scored in spring 2006. <p>Measure - Pacing guides including lesson plans for weakest areas of achievement</p> <ul style="list-style-type: none"> • Math Pacing Guides reference developed sample lesson plans that address areas of weakest achievement by October 1, 2007. <p>Measure – Lesson Plans</p> <ul style="list-style-type: none"> • 100% of Math teachers will show evidence in their lesson plans of referencing the bank of developed lesson plans by December 2007. 		New New New New	40% 50% Pacing guides with Sample Lesson Plans 100% Lesson Plans	Resources were not available in 2006-07 Pacing guides were available, with lesson plans being developed	Resources were not available in 2006-07 so no bilingual programs occurred Pacing guides were available, with lesson plans under development
1.5.D. District teachers will utilize the district curriculum in teaching students with special needs and assessing Individual Education Plan (IEP) progress.	8/06-6/09	<ul style="list-style-type: none"> • Prof.Dev • Math materials for visually/hearing impaired i.e. Braille, Large Print, audio books 	<ul style="list-style-type: none"> • Director Excep. Education • Assoc. Supt. School Leadership • Executive Director IT 	<p>Measure - Percent of reviewed IEPs (excluding contract and state schools) that contain reference to the district curriculum.</p> <ul style="list-style-type: none"> • 100% of initial or annual IEPs reviewed during the year will reference the district curriculum in 2007-2008. 	7.1	Difficult to measure but has been added to file review	100%		Has been added to the protocol for all new IEPs written


Objective 1.6

Sixty percent (60%) of students in *grades K-12* will score at grade level or above in *Science* as measured by *district assessments*.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.6.A Participate in the Kansas City Science Initiative, including the implementation of the science inquiry modules in all elementary schools	8/06-6/09	<ul style="list-style-type: none"> Greater Kansas City Life Sciences Institute 	<ul style="list-style-type: none"> Science Coordinator Principals Teachers 	<p>Measure – At least 10 elementary schools will participate in the Kansas City Science Initiative.</p> <ul style="list-style-type: none"> 2006-2007: at least 10 schools implement one science inquiry module 2007-2008: all K-5 in elementary schools implement one science inquiry module 		5 schools	10 schools	K-2 implemented in all elementary schools in SY07	K-2 implemented in all elementary schools in SY07 exceeding 10 school goal
1.6.B Use data from the MAP to integrate the modules and the science text to address all state Grade Level Expectations with a Pacing Guide.	8/06-6/08	<ul style="list-style-type: none"> Science inquiry modules Adopted Pearson Scott Foresman texts Grade Level Teams Vertical Teams 	<ul style="list-style-type: none"> Science Coordinator Principals Teachers 	<p>Measure – 100% of schools will use a pacing guide to ensure all science grade level expectations are being taught.</p> <ul style="list-style-type: none"> 100% of lesson plans will align to the science pacing guide beginning Quarter 3. <p>Measure - Percent of students scoring proficient in science on the MAP</p> <ul style="list-style-type: none"> 39.5% of students in grade 5 score proficient or above on 2008 MAP <p>Measure - District assessment scores</p> <ul style="list-style-type: none"> 50% students will meet or exceed the mastery criteria in 3 out of 4 of the science quarterly assessments for K-5 in 2008-2009 		New	100%	Completed Pacing guides sent to all schools during quarter one of SY07	Completed pacing guides sent to all schools during quarter one of SY07
1.6.C Modify the middle and high school science program to address all state Grade Level Expectations using assessment data for focused support.	8/06-7/08	<ul style="list-style-type: none"> MAP District Assessments Teacher input State Framework/GLEs District Curriculum 	<ul style="list-style-type: none"> Deputy Superintendent Science Coordinator Principals Teachers 	<p>Measure - Percent of students scoring proficient in science on the MAP</p> <ul style="list-style-type: none"> 15% of students in grade 8 score proficient or above on 2008 MAP 10% of students in grade 11 score proficient or above on 2008 MAP <p>Measure - District assessment scores</p> <ul style="list-style-type: none"> 50% of points will be earned on at least 30% of state GLEs measured by Quarter 4, 2007. 50% of points will be earned on at least 40% of state GLEs measured. by 2008. 50% of points will be earned on at least 50% of state GLEs measured. by 2009. <ul style="list-style-type: none"> 50% students will meet or exceed the mastery criteria in 3 out of 4 of the science quarterly assessments for 6-8 in 2007-2008. 		2006-7.3%	15.0%	Not tested until spring 08	On-going
1.6.D. Implement PITSCO Synergistic Science labs into all high schools for 9 th grade	8/06-6/08	<ul style="list-style-type: none"> PITSCO Science labs Budget line Equipment Grant office Professional 	<ul style="list-style-type: none"> Deputy Superintendent Executive Director of IT Science Coordinator 	<p>Measure - District assessment scores</p> <ul style="list-style-type: none"> 50% of points will be earned on at least 30% of state GLEs measured by Quarter 4, 2007. 50% of points will be earned on at least 40% of state GLEs measured. by 2008. 50% of points will be earned on at least 50% of state GLEs 	6.4, 9.1	New	50%	50% on 54.3% of GLEs	Improved by having 50% of pts earned on 54.3% of GLEs


Objective 1.7

At least fifty percent (50%) of students in *grades 9-12* will meet or exceed the mastery criteria on at least 3 out of 4 of the *district quarterly assessments* of *Communication Arts and Mathematics* during the 2006-2007 school year.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF.	BASE-LINE	TARGET	ACTUAL	STATUS
1.7.A. Vertically align curriculum and programs with increased rigor from grades 6-8 in Math and Communication Arts to ensure students have skills needed to excel in the 9 th grade.	8/06-6/09	<ul style="list-style-type: none"> • Collaboration between departments and middle and high school administrators • SIF's • Principals • Teachers • PD 	<ul style="list-style-type: none"> • Deputy Superintendent • Curriculum Coordinators Math/CA • Instructional Coaches • Principals • Teachers 	Measure - Curriculum documents <ul style="list-style-type: none"> • Documents showing alignment between 9th grade skills needed for success and curricula for middle school math and Communication Arts by 9/07 • Documentation of adjustments to the aligned curricula intended to increase rigor by 10/07 	1.1, 1.2, 1.3, 6.1, 6.2, 6.3, 6.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6	New	Realigned curriculum doc. Documentation of adjustments to rigor	Alignment in progress	
1.7.B. All high schools will administer the PSAT to 10 th grade students	10/06 10/07 10/08	<ul style="list-style-type: none"> • PSAT 	<ul style="list-style-type: none"> • Assoc. Supt. Leadership • Principals 	Measure - Percent of schools administering PSAT at 10th grade <ul style="list-style-type: none"> • 100% of district high schools will administer the PSAT to 10th grade students 		New	100%	100%	100% of district high schools gave PSAT at 10 th grade
1.7.C. All high schools will offer Advanced Placement (AP)/Dual Credit courses.	1/07-6/09	<ul style="list-style-type: none"> • HEP • Professional development • Qualified faculty • Curriculum Materials 	<ul style="list-style-type: none"> • District Curric Coordinators • Principals • Counselors • Teachers 	Measure - Number of high schools offering AP/dual credit courses. <ul style="list-style-type: none"> • All KCMSD high schools will offer AP and/or dual credit courses by 2007-2008. 		3/9	100%	100%	100% of high schools offered AP or dual credit courses
1.7.D. Increase the number of students enrolled in advanced placement and dual credit courses at the junior and senior level. 	1/07-6/09	<ul style="list-style-type: none"> • Professional development • Partnership with colleges • HEP 	<ul style="list-style-type: none"> • Assoc. Supt. Leadership • Principals • Counselors • Teachers 	Measure - Percentage of students taking AP/Dual Credit courses Students will successfully complete at least one AP, college credit, or dual placement <ul style="list-style-type: none"> • 10% of graduating class of 2007 • 25% of graduating class of 2008 • 45% of graduating class of 2009 		4%	10%	37.7% of senior class of 2007 successfully completed at least one AP/dual credit class	Exceeded 10% goal, with 37.7% of seniors completing AP or dual credit class in SY07

Objective 1.8

Increase the percent of students scoring at or above the *national average* on the *ACT* to 10% in 2006-2007; 12% in 2007-2008; and 14% in 2008-2009.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.8.A. The pre-ACT (PLAN) test will be administered to all district tenth grade students and the data will be shared with students, teachers, and parents and used for planning	11/06 - 6/09	<ul style="list-style-type: none"> PLAN (pre-ACT) tests Professional development 	<ul style="list-style-type: none"> Deputy Superintendent Assessment Coordinator Counselors Principals 	<p>Measure - Percent of students taking PLAN tests</p> <ul style="list-style-type: none"> 90% of all tenth grade students will take the pre-ACT PLAN tests – 2006-2007. 100% of high schools will have documentation of the process used to share the PLAN results with teachers, parents and students and use of the data for planning 	9.3, 9.4	61.1% New	90% 100%	70.24% of tenth grade students took the PLAN	Percent of students taking the PLAN increased from 61.1% to 70.24, short of 90% goal
1.8.B All high schools will offer an ACT Prep course.	9/06-6/09	<ul style="list-style-type: none"> ACT preparation materials Budget allocation Course Syllabus Professional development 	<ul style="list-style-type: none"> Deputy Superintendent Principals Counselors 	<p>Measure - Percent of students taking ACT prep courses</p> <ul style="list-style-type: none"> The percentage of students taking the ACT prep course will increase annually through 2009. <p>Measure - Percent of students taking the ACT</p> <ul style="list-style-type: none"> The percentage of graduating seniors taking the ACT will increase to 50% in 2007 65% in 2008 80% in 2009 <p>Measure - District composite ACT scores.</p> <ul style="list-style-type: none"> Increase average graduating senior's Composite ACT scores by .2 point each of the next three years (2006- 2007, 2007-2008, 2008 - 2009) 	9.3	TBD 41.1%	50%	833 seniors/ x graduates 16.4?	Met Not Met
1.8.C. The district Curriculum Department staff will integrate ACT concepts into the district curriculum by Fall 2007. 	9/06-6/09	<ul style="list-style-type: none"> District Curriculum Department ACT preparation materials Professional development 	<ul style="list-style-type: none"> Deputy Superintendent Curriculum Coordinators Coordinator of Guidance and Counseling Assessment Coordinator 	<p>Measure - District Core Curriculum</p> <ul style="list-style-type: none"> Documentation of integration of ACT concepts into the District Core Curriculum by August 07. <p>Measure -Percent of graduating seniors scoring at or above the National Average ACT score</p> <ul style="list-style-type: none"> Percent above national average ACT 10% in 2006-2007 12% in 2007-2008 14% in 2008-2009 		New 8.7%	10%	Available in October 2007 from DESE	

Objective 1.9

There will be no more than 7% negative discrepancies between *mobile students* on average district-wide and *non-mobile students* on average district-wide as assessed by the 2007 *MAP results and the District quarterly assessments*.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.9.A. The district will develop a plan to address the needs of mobile students when they arrive at a new school.	9/06-9/07	<ul style="list-style-type: none"> • Brainstorming session at Sept. Principals' meeting, • Assoc. Supt. School Leadership • Literature review on best practices • Professional development 	<ul style="list-style-type: none"> • Assoc. Supt. School Leadership • Principals • Counselors 	<p>Measure - Completion of District Plan Completed Mobility Intervention Plan – September 2007</p>	6.1, 6.3	New	Plan		
1.9.B. Revise district's quarterly pacing guides and implement changes.	9/06-1/07 revise 1/07-6/09 implement	<ul style="list-style-type: none"> • Curriculum resources • District Curriculum staff • Teachers • Professional development 	<ul style="list-style-type: none"> • District Curriculum coordinators • Principals 	<p>Measure - Comparable achievement of mobile students as measured by MAP.</p> <ul style="list-style-type: none"> • No more than 7% negative discrepancy between mobile students and non-mobile students in 2006-2007. 		8.9% CA 7.8% Math	7% CA 7% Math	Data Still being compiled	In Progress

Objective 1.10

The District will refer, evaluate, and service students eligible for *Exceptional Education* in accordance with State Standards.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.10.A The percent of students receiving Exceptional Education services will decrease or stay below the state averages.	Spring 09	<ul style="list-style-type: none"> Professional development Child Study Team 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Excep.Ed. Director Principals Teachers 	Measure - Annual December Child Count Percentage of students will decrease or stay below the state average.	7.1	11.04% on Dec. 1, 2005	Decrease or below 14.75% state average	12.90% for 2006-2007	Remains below state but slight increase from previous year
1.10.B Full and accurate implementation of Child Study Teams (CST) prior to student referral	8/06-7/09	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Excep.Ed. Director Assoc. Supt. School Leadership Principals 	Measure – Percent of CST implemented. 100% of CST implemented	7.1	unknown	100%	unknown	On-going training required
1.10.C Reduce the number of students receiving services at contracted agencies	1/07-6/09	<ul style="list-style-type: none"> Excep. Education Staff Professional development 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Excep. Ed. Director Principals Teachers 	Measure – Number of students at Contract Agencies <ul style="list-style-type: none"> 2007-2008: 15 fewer students receiving services in Contract schools 2008-2009: 15 fewer students receiving services in Contract schools 	7.1	227 as of Dec. 1, 2005	212 as of Dec. 1, 2006	230 for 2006-2007	Increased by 18 students
1.10.D Reduce the percentage of students receiving services more than 60% of their school day	09/06-6/09	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Assoc. Supt. School Lead. Excep. Ed. Director Principals Teachers 	Measure – Percentage of students receiving services more than 60% of their school day as measured by the Annual December Child Count <ul style="list-style-type: none"> 2006-07: 20% students will receive special education services more than 60% of the school day. 2007-08: 16% students will receive special education services more than 60% of the school day. 2008-09: 11% students will receive special education services more than 60% of the school day. 	7.1	25.75%	11.13%	27.58% 2006-2007	Over by 7.58%
1.10.E Train teachers and administrators to differentiate between language acquisition needs and special education needs in order to make appropriate referrals.	9/06-7/09	<ul style="list-style-type: none"> PD Native Lang. assessments when available 	<ul style="list-style-type: none"> Assoc. Supt. School Lead. Excep. Ed. Director Director Lang. Services Principals 	Measure – Training in referrals 100% of teachers and building administrators with ELL programs are trained by June 2008. <ul style="list-style-type: none"> 40% by June 2007 100% by June 2008 	7.1	0%	40%		In progress
1.10.F. ELL’s first language will be used when necessary to determine whether a disability is manifested in their first language.	9/06-7/09	<ul style="list-style-type: none"> Multi-lingual assessments Interpreters Lang. Serv. Dept. 	<ul style="list-style-type: none"> Excep. Ed. Director Direct Services Coordinator 	Measure – Assessment Process 100% of Assessment Process Documentation will reflect assessment of ELLs in their first language when necessary.	7.1	222 referred 2006-2007	100%	100%	Cont.


Objective 1.11

The number of students participating in *Gifted and Talented* programs will increase.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.11.A Review the Gifted and Talented (GT) program options to allow more students to participate in services.	9/06 - 7/09	<ul style="list-style-type: none"> • Professional development 	<ul style="list-style-type: none"> • Excep. Ed. Director • Principals 	<p>Measure - Number and percentage of students in District (by race) identified as Gifted and Talented and participating in GT programs</p> <ul style="list-style-type: none"> • The percentage of students identified as GT accessing services will increase to meet the DESE 5% regulations by 2008-2009 <ul style="list-style-type: none"> ◦ 4.25% of identified students access services in 2006-2007 ◦ 4.5% of identified students access services in 2007-2008 ◦ 5% of identified students access services in 2008-2009 	7.2	TBD	4.25%	5.0% 2006-2007	On-going data collection Met Goal
1.11.B ELL's first language assessment will be used when necessary to determine giftedness.	9/06-7/09	<ul style="list-style-type: none"> • Alternative measure not English language dependent 	<ul style="list-style-type: none"> • Exceptional Ed Department • Language Services Department 	<p>Measure – Assessment Process</p> <p>100% of Assessment Process Documentation for ELLs will reflect the use of assessment in their first language if necessary.</p>	7.2	TBD	100%	0%	0% referred

Objective 1.12

Students will be *technologically* literate.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
<p>1.12.A. Integrate K-12 technology curriculum into all core curriculum classes.</p> 	9/06-7/09	<ul style="list-style-type: none"> • Curriculum Coordinators • Information Technology Systems • Title I 	<ul style="list-style-type: none"> • Assistant Supt. of Math and Instructional Technology (Assistant Supt. of MIP) • Assistant Superintendent Federal Programs & Grants • Grant Coordinator • Literacy Coaches 	<p>Measure – Integration of Technology Curriculum into Core Subject Curricula The Instructional Technology Department will offer training on how to integrate technology into each Core Content Area:</p> <ul style="list-style-type: none"> ○ Comm. Arts by 2/07 ○ Mathematics by 3/07 ○ Science by 4/07 ○ Social Studies by 5/07 <p>Measure – Sample Lessons The Instructional Technology Department will provide sample lessons showing integration of technology into curriculum areas on the Portal :</p> <ul style="list-style-type: none"> ○ Comm. Arts by 2/07 ○ Mathematics by 3/07 ○ Science by 4/07 ○ Social Studies by 5/07 <p>Measure – Integration of Technology into Classrooms</p>		New	100%	100%	Completed Classes held Aug/Sept '07 Classes scheduled Oct, Nov '07 & Spring '08 Completed Initial Resources posted Aug '07
<p>1.12.B. Students will have access to computers and other electronic resources.</p>	9/06-7/09	<ul style="list-style-type: none"> • District resource teachers • School computer teachers • Classroom teachers • ITS 	<ul style="list-style-type: none"> • Assoc. Supt. School Leadership • Coordinator IT • Assistant Supt. of MIP • Principals 	<p>Measure – Student access to computers and other electronic resources</p> <ul style="list-style-type: none"> • 100% of students will have access to computers and other electronic resources as evidenced by end of year student surveys (5/07). 		New	100%	100%	Completed
<p>1.12.C. Provide distance and e-learning opportunities for students to access electronically delivered instruction.</p>	9/06-7/09	<ul style="list-style-type: none"> • District resource teachers • School computer teachers • Classroom teachers • ITS 	<ul style="list-style-type: none"> • Assoc. Supt. School Leadership • Assistant Supt. of MIP • Principals 	<p>Measure – Calendar of opportunities</p> <ul style="list-style-type: none"> • A calendar of e-learning and distance learning opportunities will be made available to all schools by 1/07. 		New	Calendar	100%	Completed Quarterly
<p>1.12.D. Provide assistive technology to meet the needs of students with disabilities.</p>	9/06-7/09	<ul style="list-style-type: none"> • District Resource Teachers • Computer Teachers • Exceptional Education teachers • ITS 	<ul style="list-style-type: none"> • Assoc. Supt. School Leadership • Assistant Supt. of MIP • Excep. Ed. Director • Principals 	<p>Measure – Meeting of assistive technology needs</p> <ul style="list-style-type: none"> • 100% of students requiring assistive technology will have their needs met. 	7.1	0	100% Based on referrals	9 completed	Continue and accelerate identification

Objective 1.13

Students in *grades K-12* will participate in *arts, music, and extracurricular activities*.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.13.A. Implement Board approved Arts Revitalization Program.	9/06-6/09	<ul style="list-style-type: none"> • Grant Department • Humanities Department • School Personnel • PD • Arts Resource teachers 	<ul style="list-style-type: none"> • Deputy Superintendent • Humanities Coordinator • Grant Coordinator 	<p>Measure – Evidence of implementation of the Plan</p> <ul style="list-style-type: none"> • 100% of schools will implement the Arts Revitalization Plan as evidenced by course offerings • Increased percentage of students participating in arts programs • Number of students participating in after-school and weekend programs 		<p>New</p> <p>7.2%</p> <p>560</p>	<p>100%</p> <p>10%</p> <p>700</p>		<p>Met</p>
1.13.B Identify a venue for district-wide arts programs and performances.	9/06-7/09	<ul style="list-style-type: none"> • Performing Facility; • Maintenance budget for facility and equipment • Staff • Arts supplies and materials • Parental Involvement • Grant Department 	<ul style="list-style-type: none"> • Deputy Superintendent • Humanities Coordinator 	<p>Measure – District-wide arts venue secured</p> <ul style="list-style-type: none"> • Identify a location adequate for district-wide programs and performances by 6/07. 		<p>None</p>	<p>Venue secured</p>		<p>Plan Written Site recommendation will be made in 07/08</p>
1.13.C Collaborate with Language Services department to diversify the concept of visual and performing arts and provide equitable access to include culture-based art forms.	9/06 - 7/09	<ul style="list-style-type: none"> • Language services at VPA schools • Diverse staff • Professional development • Committee to revise and reform audition process 	<ul style="list-style-type: none"> • Deputy Superintendent • Humanities Coordinator • VPA Principals • Director of Language Services 	<p>Measure – Diversity of students accepted into VPA schools</p> <p>Percentage of students being accepted into the Visual and Performing Arts middle and high schools will reflect District demographics by 6/09.</p>		<p>Asian 0.2%</p> <p>Af. Am. 88.8%</p> <p>Hispanic 3.9%</p> <p>Native Am. 0.2%</p> <p>White 6.9%</p>	<p>Asian 2.1%</p> <p>Afr. Am. 68.5%</p> <p>Hisp. 15.7%</p> <p>Nat. Am. 0.2%</p> <p>White 13.6%</p>	<p>Asian 0.4%</p> <p>Afr. Am. 88.2%</p> <p>Hisp. 5.4%</p> <p>Nat. Am.0.3%</p> <p>White 5.7%</p>	<p>In progress</p>
1.13.D Provide language services at VPA schools.	07-09	<ul style="list-style-type: none"> • Language Services Department • Humanities Department 	<ul style="list-style-type: none"> • Deputy Superintendent • Assoc. Supt. School Leadership • Director of Language Services • Humanities Coordinator • Principals 	<p>Measure – Number of English language learners</p> <p>Increased number of English language learners being accepted into the VPA middle and high schools</p>		<p>25 students</p>	<p>30 students</p>		<p>In progress</p>

1.13.E Expand the PE4life Program	2006 – end of funding	<ul style="list-style-type: none"> • Equipment • Community Involvement • Professional development 	<ul style="list-style-type: none"> • Humanities Coordinator • Grant Coordinator • Principals • PE Resource Teachers 	<p>Measure – Number of schools with daily PE Increase number of schools having daily physical education programs 2007-2008: 1 additional school 2008-2009: 2 additional schools</p>		1	2		Exceeded (4 schools)
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Objective 1.14

Students in *grades 9-12* will have access to state-of-the-art *Career and Technical Education (CTE)*.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.14.A Implement a Career Pathways plan for the secondary level.	7/07 – 6/08	<ul style="list-style-type: none"> Professional development DESE 	<ul style="list-style-type: none"> CTE Director CTE Counselor Placement Coordinator 	Measure – Career Pathways plan 2007-2008: 100% of all freshman 2008-2009: 100% of all freshman and sophomore	1.7	New	100% Fr	N/A	In progress
1.14.B Implement a CTE Marketing Recruiting Plan to increase participation in CTE programs.	7/07 – 6/08 annually	<ul style="list-style-type: none"> Budget item DESE CTE Marketing Committee 	<ul style="list-style-type: none"> Chief Comm. Officer (CCO) CTE Director 	Measure – Marketing/Recruitment Plan Annually: Plan completed Percentage of increase in CTE enrollment <ul style="list-style-type: none"> 5% 2007-2008 5% 2008-2009 	1.6 1.8	3,724 (9/06)	5% increase would be 3,910		In Progress
1.14.C Implement Project Lead the Way in appropriate high schools Small Learning Communities (SLCs)	7/07 – 6/08	<ul style="list-style-type: none"> Budget item Kauffman Professional development Community Colleges HEP DESE 	<ul style="list-style-type: none"> Deputy Superintendent CTE Director High School Principals SLC Coordinators 	Measure – Number of PLTW classes offered per school <ul style="list-style-type: none"> 2007-2008: 2 courses in at least 3 high schools 2008-2009: additional 2 courses in at least 3 high schools 	2.1 2.4 3.2 3.5 3.6	New	Sic (6) PLTW courses offered in three (3) high schools		Program approved, courses developed, teachers designated and being trained
1.14.D Implement Academies of Finance in appropriate high school Small Learning Communities (SLCs)	7/07 – 6/08	<ul style="list-style-type: none"> Budget item DESE Professional development 	<ul style="list-style-type: none"> CTE Director CTE Business Coordinator High School Principals SLC Coordinators 	Measure – Number of Academy of Finance classes offered in Business SLCs	2.1 2.4 3.2 3.5 3.6	New	4 classes, 100 students	Completed at Westport High School	Completed at Westport High School
1.14.E Increase placement of CTE completers in related post secondary training or employment.	7/07 – 6/08	<ul style="list-style-type: none"> Professional development DESE 	<ul style="list-style-type: none"> CTE Director CTE Counselor CTE Coord. Placement 	Measure – Percentage of related placement 70% of CTE completers will be placed in related post secondary training or employment by 6/08.	3.6 3.9	70%	70%	N/A	In Progress
1.14.F Develop and implement a Student Retention Plan	7/07 – 6/08	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Principals Counselor Instructors 	Measure – Increase student retention in CTE programs 07-08 by 10% <ul style="list-style-type: none"> Copy of Plan 	3.5 3.9	New			

Objective 1.15

Students in *grades K-12* will have increased opportunities to participate in *Athletic activities*.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.15.A. Increase number of highly qualified high school coaches.	9/06-7/09	<ul style="list-style-type: none"> Human Resources Tuition Reimbursement 	<ul style="list-style-type: none"> Human Resources Athletic Department High School Principals 	Measure – Percentage of certified instructors Increase percentage of athletic instructors with college or other advanced degrees and certification by 10% annually until all are certified.		45%	55%	55%	Met
1.15.B. Establish Athletic Advisory Committee.	9/06-7/09	<ul style="list-style-type: none"> School Board School Administration Community at large Sports Community Student representative Athletic Staff 	<ul style="list-style-type: none"> Athletic Department Site based athletic department 	Measure – Athletic Advisory Committee Athletic Advisory Committee in place by September 07 as evidenced by agendas.		New	Athletic Advisory Committee in place	Recruitment list drafted	In Progress
1.15.C. Develop a plan to increase support of Intramural Programs.	9/06-7/09	<ul style="list-style-type: none"> School Board Athletic Department Grant Department Budget 	<ul style="list-style-type: none"> Athletic Department 	Measure – Plan A plan to increase support of intramural sports will be presented to the board by 9/07		New	Plan	Review plan based on new school configuration	In Progress
1.15.D. Develop a plan to increase support of High School Athletic Programs.	9/06-7/09	<ul style="list-style-type: none"> School Board Athletic Department Grant Department Budget 	<ul style="list-style-type: none"> Athletic Coordinator 	Measure – Plan A plan to increase support high school athletic program will be presented to the board by 9/07		New	Plan	Review plan based on new school configuration	In Progress
1.15.E. Develop a plan to improve and maintain all athletic facilities.	9/06-7/09	<ul style="list-style-type: none"> School Board Athletic Department Grant Department Budget 	<ul style="list-style-type: none"> Athletic Coordinator 	Measure – Plan A plan to improve all athletic facilities will be presented to the board by 9/07		New	Plan	Met	Met
1.15.F. Collaborate with Language Services Department to develop a plan to include additional athletic forms to attract more culturally diverse students.	9/06-6/09	<ul style="list-style-type: none"> Language services at elementary, middle and high 	<ul style="list-style-type: none"> Athletic Coordinator Director of Language Services 	Measure – Plan Completed plan to the Superintendent by 9/07		New	Plan	In Progress	In Progress

		schools. <ul style="list-style-type: none"> • Diverse staff to address language needs and culture. • Professional development 	<ul style="list-style-type: none"> • High School Principals • Counselors 						
1.15.G Implement middle school sports for 7 th and 8 th graders at all middle schools	2007 - 2009	<ul style="list-style-type: none"> • Budget • Parental Involvement • School support • Athletic equipment and staff 	<ul style="list-style-type: none"> • Athletic Department; • Principals 	Measure – Sports calendar District wide calendar will reflect schedule of competitive sports events for 7 th and 8 th graders by 6/09.		New	Calendar	Modifying plan due to K-8 configuration	In Progress

Objective 1.16

Ninety percent (90%) of *professional development* for district teachers and administrators, including Federal Programs and Grants Staff, will be directly focused on student performance or directly linked to improving factors that affect student performance.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.16.A. Revise and focus the district- wide professional development plan on implementation of District initiatives.	9/06-6/09	<ul style="list-style-type: none"> Professional development Plan District Strategic Direction Plan MSIP Reading and Math curricula Substitute office 	<ul style="list-style-type: none"> Assoc. Supt. for School Lead. Coordinator, Professional Development Assoc. Supt. of Human Resources (HR) 	<p>Measure -The revised KCMSD Professional Development Plan</p> <ul style="list-style-type: none"> Plan focuses on student performance, the implementation of reading and math programs and expanded “new and beginning teachers”. Plan is completed by December 2006 Begin implementation in January 2007 (second semester) 	6.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6	New	Revised Plan	Completed	Completed
1.16.B Coordinate all district level professional development and develop a District-wide calendar of trainings.	Quarterly	<ul style="list-style-type: none"> PD Coordinator Various calendars 	<ul style="list-style-type: none"> Professional Development Curriculum Coordinators Program Coordinators Department Heads 	<p>Measure – Master Professional Development Calendar</p> <ul style="list-style-type: none"> A calendar will be developed and be made available to all District personnel, updated quarterly. 		New	Calendar	Created and distributed at principals’ meeting	Created and distributed at principals’ meeting
1.16.C. Restructure and implement a new and beginning teacher professional development program.	9/06-6/09	<ul style="list-style-type: none"> PD Deputy superintendent New teacher survey; Model samples of new teacher program descriptions 	<ul style="list-style-type: none"> Assoc. Supt. for School Lead., Coordinator PD Assoc. Supt. of HR Executive Director of Research and Evaluation 	<p>Measure –</p> <ul style="list-style-type: none"> 90% of new and beginning teachers will report by survey that the components of the new and beginning teacher induction training were effective by 6/08. 100% of new and beginning teachers will receive professional development based on a new adopted model as evidenced by sign-in sheets by 6/08. 		New	90% 100%	For SY08	For SY08
1.16.D. All teachers will develop an annual professional development plan.	9/06-5/08	<ul style="list-style-type: none"> PD plan form 	<ul style="list-style-type: none"> PD Coordinator Principals PDC Chairs Teachers 	<p>Measure – Submitted professional development plan</p> <ul style="list-style-type: none"> 100% of teachers will submit a copy of their annual professional development plan to the PDC Chair by October 20. PDC Chairs will submit 100% of plans to the Professional Development Department. 100% of teachers will submit a copy of their final professional development plan with appropriate signatures by May 2008. 		2007-2008	100% 100% 100%		

1.16.E. Develop a system to track state or District required annual professional development plans.	By 9/07	<ul style="list-style-type: none"> • DESE Guidelines • Human Resources • Professional development coordinator 	<ul style="list-style-type: none"> • Professional Development • ITS 	Measure – Tracking System <ul style="list-style-type: none"> • Completed system which allows all teachers to enter their annual professional development plan by 9/07. 		New	Complete system		
1.6. F. Align Federal Program professional development to support District Initiatives	10/06-6/09	<ul style="list-style-type: none"> • District Strategic Plan 	<ul style="list-style-type: none"> • Assistant Superintendent • Federal Programs & Grants 	Measure – <ul style="list-style-type: none"> • 90% of Staff paid by Title funds will report by survey that they have received training on new initiatives that affect their job performance. • 100% of Grants staff will report they have knowledge about District initiatives 		New	90%		
1.6.G. All teachers paid by Title I Funds will be <i>Highly Qualified</i>	10/06-6/09	PD Plan Title I, II, III, IV, V.	Assistant Superintendent for Federal Programs & Grants	Measure – Core Data <ul style="list-style-type: none"> • Single Source Funding Sheets will indicate staff is qualified 	5.1 8.7	New	3/07		

Objective 1.17

Ninety percent of the students attending the KCMSD *Pre-K* programs for two years will be ready to succeed in Kindergarten as measured by a District adopted Kindergarten readiness assessment.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.17.A. Establish a 3 year formative and summative evaluation process to provide data to successfully implement and improve the district Early Childhood programs and follow later academic success of students who participated in the programs	9/06-7/09	<ul style="list-style-type: none"> • Developmentally appropriate student assessment system. • Data entry system. 	<ul style="list-style-type: none"> • Executive Director Research, Eval. & Assess. • Director Early Childhood and Headstart (ECH) programs • Executive Director of ITS 	Measure - Completed annual formative or summative evaluation reports <ul style="list-style-type: none"> • Completed formative evaluation report and recommendations 10/07 • Completed formative evaluation report including recommendations 8/08 • Completed summative evaluation report including recommendations 8/09 	8.1 9.6	New	Formative evaluation report 10/07	Data collection begun	In Progress
1.17.B. Establish a procedure for students in district and community Pre-K programs to pre-enroll in Kindergarten at their Pre-K sites	9/06-3/07	<ul style="list-style-type: none"> • Pre-K enrollment center with appropriate staffing, • Professional development 	<ul style="list-style-type: none"> • Director ECH programs • Director of Admissions 	Measure - Documented procedure for Kindergarten enrollment of district and community Pre-K students <ul style="list-style-type: none"> • Pre-K students in KCMSD programs will pre-enroll in Kindergarten programs • Cooperative arrangements with community pre-school sites for pre-enrollment in KCMSD Kindergarten 	8.1 7.4 9.2	New	Procedure manual for Pre-K Admits in district and community	Prelim. Discuss.	Met
1.17.C. Sufficiently staff the program to meet the needs of and promote the physical, social, emotional, and cognitive development of children.*	8/28/06	<ul style="list-style-type: none"> • Adequate staffing 	<ul style="list-style-type: none"> • Director ECH programs • Director Admissions • Director Human Resources 	Measure - Meet NAEYC accreditation criteria for staff/student ratio. <ul style="list-style-type: none"> • No classes exceed 20 students per classroom with two adults. 	8.1		10:1 student/adult ratio	Enroll. Data being collected	Met
1.17.D. Vertically align Pre-K curriculum with the district newly adopted K-8 reading and math programs	1/06-6/09	<ul style="list-style-type: none"> • Curriculum materials, • Professional development • SFA Foundation Staff 	<ul style="list-style-type: none"> • Director ECH programs • District curriculum specialists 	Measure - Vertically aligned curriculum document A document showing realigned Pre-K curriculum provided to the superintendent by 11/07	9.2	New	Documentation of realigned Pre-K curric.	Prelim. Work with SFA consultant	In Progress
1.17.E. Expand ELL support in all Pre-K programs		<ul style="list-style-type: none"> • Classroom space • Adequate staffing • Budget 	<ul style="list-style-type: none"> • Director Language Services • Director ECH programs • Coordinator of Admissions 	Measure – English proficiency of ELLs entering Kindergarten out of district Pre-K programs <ul style="list-style-type: none"> • ELLs entering K in fall 2009 after two years in district Pre-K programs will show English proficiency level of low intermediate or higher. 		New	English proficiency of ELLs entering K from district Pre-K's	Increased ELL support at Pre-K level begun	In Progress
1.17.F Form a committee to explore universal Pre-K for all students.	10/06-06/07	<ul style="list-style-type: none"> • Budget 	<ul style="list-style-type: none"> • Director ECH programs • Director of Admissions 	Measure – Committee study, review of data, and recommendation report <ul style="list-style-type: none"> • Recommendations presented to the Superintendent by 6/07. 					Met

*NAEYC Goal.

Objective 1.18

The proportion of school age eligible students living within the boundaries of the KCMSD that attend district schools will increase, raising district enrollment by 2% annually in school years 2007-2008 and 2008-2009.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.18.A. Conduct regular recruitment marketing and outreach efforts	8/06-6/09	<ul style="list-style-type: none"> Marketing consultation Community Partnerships 	<ul style="list-style-type: none"> Chief Communications Officer (CCO) 	Measure - Enrollment increase as measured by September core data enrollment count <ul style="list-style-type: none"> 2% increase in 2007-2008 2% increase in 2008-2009 		27,217 students	27,761 students		In Progress
1.18.B. Support all high schools to become A+ designated schools and market the benefits.	8/06-6/09	<ul style="list-style-type: none"> A+ Committee 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Principals A+ Coordinator 	Measure - The percent of high schools in KCMSD that are A+ designated schools. <ul style="list-style-type: none"> 100% of KCMSD high schools designated A+ by 2009. 	7.8	3	7		
1.18.C. District staff will be provided information to promote enrollment of children (birth to K) in Parents as Teachers throughout the school year.	11/06-6/09	<ul style="list-style-type: none"> Principals meetings, Public Relations materials, Professional development 	<ul style="list-style-type: none"> Director ECH programs Assoc. Supt. School Leadership CCO 	Measure - Referrals to PAT by district staff. <ul style="list-style-type: none"> 100% of schools will make referrals and provide enrollment materials to the Parents as Teachers Program as identified. 		New	100% of schools provide materials		Met
1.18.D. Explore small boutique high schools.	10/06-06/09	<ul style="list-style-type: none"> Budget 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Coordinator of Admissions 	Measure – Review of data <ul style="list-style-type: none"> Scenarios and recommendations will be presented to the Board by March 2007. 		New	Recommendations presented		Met
1.18.E. Explore the conversion of more elementary schools to K-8 schools.	10/06-06/07	<ul style="list-style-type: none"> Budget 	<ul style="list-style-type: none"> Director ECH programs Coordinator of Admissions 	Measure – Review of data <ul style="list-style-type: none"> Scenarios and recommendations will be presented to the Board by March 2007 			Recommendations presented		Met

Objective 1.19

Achieve *full accreditation* from the State of Missouri by 2009.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.19.A. Create a cross- divisional MSIP review committee to inform needs and monitor progress toward meeting MSIP standards.	12/06 - 6/09	<ul style="list-style-type: none"> MSIP Standards and Indicators Manual 	<ul style="list-style-type: none"> Superintendent Deputy Supt. Executive Director Research, Eval. & Assessment District MSIP Review Committee 	Measure - Functioning MSIP review committee with quarterly reports to the superintendent <ul style="list-style-type: none"> Quarterly reports of progress – February 2007, 2008 Quarterly reports of progress – April 2007, 2008 Quarterly reports of progress – June 2007, 2008 Quarterly reports of progress – November 2007, 2008 	1.1 to 6.9	New	Committee formed by Dec. 06 with Qrt. report In February	Team recommendations being prepared for supt.	Met
1.19.B. Review Annual Performance Report (APR), using data to revise <i>District Strategic Accountability Plan</i> .	12/06 12/07 12/08	<ul style="list-style-type: none"> District MSIP Review Committee MSIP Standards and Indicators Manual, BEST 	<ul style="list-style-type: none"> Superintendent Department Heads 	Measure - Achieve full accreditation from the State of Missouri <ul style="list-style-type: none"> Meet 11 of 14 MSIP Performance Standards 	8.2, 9.1-9.6	3/14	11/14 by April 2010		In Progress
1.19.C Update and implement the written procedural plan which coordinates the evaluation of programs and services according to MSIP cycle 4 guidelines.	06-09	<ul style="list-style-type: none"> MSIP Existing Evaluation Plan MSIP Standards MSIP Response to the Standards MSIP Report Writing Form 	<ul style="list-style-type: none"> Superintendent Executive Director of Research, Evaluation and Assessment Department Heads 	Measure - Written Procedural Plan <ul style="list-style-type: none"> A written Procedural Plan which coordinates the evaluation of programs and services according to MSIP cycle 4 guidelines will be presented to the Board for approval October, 07. 	8.1	Evaluation Plan	Updated Plan		In Progress
1.19.D Align all policies and program plans to MSIP standards and requirements	01/06-06/09	<ul style="list-style-type: none"> Training MSIP Standards MSIP Response to the Standards MSIP Report Writing Form 	<ul style="list-style-type: none"> School Board Superintendent Deputy Supt. Department Heads 	Measure – Policies and Program Plans <ul style="list-style-type: none"> 100% of policies and program plans are aligned to MSIP standards and requirements by 2009. 	6.1, 6.2, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.11, 8.12	No baseline	100%		In Progress
1.19.E Ensure the accurate and timely reporting of required data to state and federal agencies.	09/06-06/09	<ul style="list-style-type: none"> State and federal reporting requirement 	<ul style="list-style-type: none"> Superintendent Department Heads 	Measure – Data submitted to state and federal agencies <ul style="list-style-type: none"> Data will be submitted to state and federal agencies according to guidelines and deadlines. 	8.7		100% Timely and accurate		Ongoing

		s • DESE and OCR support personnel	• Core Data Coordinator				reporting		
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Objective 1.20

Ensure every school has an *equitable inventory of resources and programs*.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.20.A. Compile a list of programs operating at each school	12/06	<ul style="list-style-type: none"> • Research Staff • Budget office 	<ul style="list-style-type: none"> • Executive Director of Research, Evaluation, & Assessment • Assoc. Supts. School Leadership • Principals 	<p>Measure – List of programs 100% of schools will submit list of programs operating in the 2006-07 school year.</p>		Prev. list compiled	School lists updated	Prepared for distribution at Principals meeting	Ongoing
1.20.B. District will compile an accurate inventory of resources and programs.	04/07	<ul style="list-style-type: none"> • Curriculum department • Grant department • Business and Finance department • Facilities 	<ul style="list-style-type: none"> • Assoc. Supt. School Leadership • Grant coordinator • Director of Budget • Principals 	<p>Measure – Inventory of programs 100% of schools will have an accurate inventory of resources and programs.</p>		Partial inventories	100%		Ongoing
1.20.C. The district will review list of all programs and resources to ensure equity.	08/07	<ul style="list-style-type: none"> • Program list 	<ul style="list-style-type: none"> • School Board • Superintendent • Deputy superintendent • Assoc. Supt. School Leadership 	<p>Measure – Report to the Board Report to the board including recommendations based on program and resources review including recommendations to correct inequities if any are identified.</p>		New	Report		

Objective 1.21


All high school *Small Learning Communities* will integrate the theme of the SLC throughout all courses within the SLC.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.21.A. All SLCs will offer electives that align with the theme of the SLC.	9/06-6/09	<ul style="list-style-type: none"> • Professional development • Course Descriptions • Business & Community Support 	<ul style="list-style-type: none"> • Principals • SIF • SLC Coordinator • Assoc. Supt. School Leadership 	<p>Measure - Courses offered in each SLC</p> <ul style="list-style-type: none"> • One themed elective will be offered in 2007-2008. • Two themed electives will be offered in 2008-2009. 		Varied	One themed elective		Met

Objective 1.22

Support Services will be provided to increase the KCMSD *graduation rate* to 85% by 2009.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
1.22.A Develop and implement a district-wide PK-12 enrollment procedure that replaces the current "rollover" procedure currently used.	08/06-06/09	<ul style="list-style-type: none"> Admissions IT Truancy and Dropout Guidance 	<ul style="list-style-type: none"> Superintendent Executive Directors School Leadership Director of Admissions Executive Director Information Technology Principals 	Measure - Completed enrollment plan <ul style="list-style-type: none"> A District enrollment plan will be developed by 11-07 District enrollment plan will be implemented by 01-08 		Basic Procedure	Plan	Meeting held to plan enroll. Procedure for gr. 9-12 in Fall 08.	On-going
1.22.B Review and implement the At-Risk Student Identification Guide	by 1/07	<ul style="list-style-type: none"> PD Parents Teachers IT SPAs Truancy and Dropout 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Pupil Services Principals Family Advocates 	Measure - Revised At-Risk Student Identification Guide <ul style="list-style-type: none"> Completed by October 2007. Measure – 100% of schools will use the Guide to provide appropriate resources and directions to students who are identified as At-Risk by 10/07.		New	At Risk Student Identification Guide 100%	At-risk Guide to be revised at Oct.mtg	On-going
1.22.C Identify and correctly place all students in their proper grade level	10/06	<ul style="list-style-type: none"> Family Advocates Counselors IT Dropout and Truancy 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Principals Pupil Services Director Counselors 	Measure – <ul style="list-style-type: none"> 100% of students will be placed in their correct grade level by the beginning of each school year. 		TBD	100%	Stu. ID. In Aug. 07. and rf. For plmt. Monthly monitor.	Met Ongoing
1.22.D. Provide online access to appropriate student information for parents/guardians, students, appropriate teachers and administrators	11/06-9/07	<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> Exec. Director IT Principals 	Measure -Software installed and data accessible <ul style="list-style-type: none"> End of first quarter 2007 		New	Online access		Work completed
1.22.E. Monitor progress toward graduation of every student in the advocacy group using the academic and behavior profile.	09/06-06/09	<ul style="list-style-type: none"> Family Advocates 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Principals SIFs 	Measure – Academic profile <ul style="list-style-type: none"> 100% of family advocates will use academic profile as reviewed monthly by the SIF and have evidence of intervention when necessary. 		New	100%		In Progress
1.22.F Implement Save Our Ninth Graders (SONG), a monitoring and intervention initiative with students that have earned 0-6.0 cumulative credits.	11/06-06/09	<ul style="list-style-type: none"> IT Principals SPAs Dropout and Truancy 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Pupil Services Guidance Family Advocates 	Measure – <ul style="list-style-type: none"> Decrease the dropout rate by 1 percentage point yearly. 100% of high schools will provide evidence of monitoring and intervention of targeted students. 		12% New	11% 100%	Stu. ID for int/ven. In Nov.	Ongoing
1.22.G. Implement Save Our Ninth Graders (SONG) to follow students from their freshman year through graduation.	8/06-6/07	<ul style="list-style-type: none"> Evaluation Guidance Department Professional Development 	<ul style="list-style-type: none"> Deputy Superintendent Director of Pupil Services Principals 	Measure - SONG implemented <ul style="list-style-type: none"> SONG will be implemented with 100% of 9th graders in every high school. Measure – Monitor of plans <ul style="list-style-type: none"> 100% of 9th graders in 2006-07 100% of 9th and 10th graders in 2007-08 100% of 9th, 10th and 11th graders in 2008-09 	6.9	New New	100% 100% by 1/07		Met Ongoing Met Ongoing


				Measure – Credit Audit <ul style="list-style-type: none"> 100% of students will have a credit audit before the start of each semester to identify deficiencies and plan for needed credit recovery services. 		New	100%		On going
1.22.H Implement Save Our Seniors (SOS) to focus on all seniors' attendance and credits. 	11/06-6/09	<ul style="list-style-type: none"> IT Principals SPAs Dropout and Truancy 	<ul style="list-style-type: none"> Assoc. Supt. School Leadership Pupil Services Director Principals Family Advocates 	Measure - Graduation rate <ul style="list-style-type: none"> 78% - 2007 80% - 2008 85% - 2009 Measure - Senior targeted assistance <ul style="list-style-type: none"> Quarterly reports to the superintendent on 100% of seniors. 		75.8%	78%		Ongoing
						New	Quarterly Reports		Ongoing

District Goal #2: Provide a safe and disciplined school environment.

Objective 2.1

KCMSD will establish and maintain a safe and orderly school environment.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
2.1.A. Ensure that the board adopted Code of Conduct is consistently applied and enforced in all schools.	9/06-7/09	<ul style="list-style-type: none"> Professional Development Legal Services Hearing Office 	<ul style="list-style-type: none"> Superintendent Deputy Superintendent Assoc. Supt. School Leadership Principals Director of Security 	<p>Measure – End of Year Teacher Survey 70 % will agree that the Code of Conduct has been implemented at each school by Spring 2007. 80 % will agree that the Code of Conduct has been implemented at each school by Spring 2008. 90 % will agree that the Code of Conduct has been implemented at each school by Spring 2009.</p> <p>Measure – Percentage of out-of-school suspensions Reduce the percentage of out-of-school suspensions by</p> <ul style="list-style-type: none"> 5% in 2006-2007 5% in 2007-2008 5% in 2008-2009 	6.4	51.2%	70%		
2.1.B. Adopt and implement a positive behavior program system-wide – (i.e. The Girls and Boys Town Well Managed Classroom model, Anger Management...)	11/06-06/09	<ul style="list-style-type: none"> Budget line Technical Assistance Professional Development Social Workers 	<ul style="list-style-type: none"> Superintendent Deputy Superintendent Principals Vice Principals Teachers 	<p>Measure - Program identified and adopted Positive behavior program identified and adopted by January 2007</p> <p>Measure – Implementation plan developed including professional development Plan for implementation, including PD, completed by 4/07</p> <p>Measure – Implementation of program at selected schools 100% of selected schools will implement the adopted program during 2007-2008</p> <p>Measure – Percentage of out-of-school suspensions Reduce the percentage of out-of-school suspensions by</p> <ul style="list-style-type: none"> 5% in 2006-2007 5% in 2007-2008 5% in 2008-2009 		New	Program adopted		
2.1.C. Provide research-based professional development for teachers, administrators, security and truancy officers, and staff in conflict management, physical restraint, self-control for hostile situations and non-violent crises intervention.	08/06-06/09	<ul style="list-style-type: none"> Pupil Services Legal Principals Executive Directors Student Discipline Office Crises intervention team 	<ul style="list-style-type: none"> Deputy Superintendent Director of Professional Development Director of Security 	<p>Measure - Percentage of school staff trained.</p> <ul style="list-style-type: none"> 2006-2007: 40% of staff 2007-2008: 65% of staff 2008-2009: 100% of staff <p>Measure – Percentage of referrals to the Hearing Office Decrease the percentage of referrals to the hearing office by 5% annually.</p> <p>Measure – Percentage of out-of-school suspensions Reduce the percentage of out-of-school suspensions by</p> <ul style="list-style-type: none"> 5% of baseline in 2006-2007 5% in 2007-2008 5% in 2008-2009 		Varied	40%		

<p>2.1.D. Update the District and School Emergency Plans to ensure the district is prepared in the event of a crisis.</p> 	Bi-annually	<ul style="list-style-type: none"> • Preparedness Committee • Police and Fire Department 	<ul style="list-style-type: none"> • Deputy Superintendent • Director Security • Assoc. Supt. School Leadership • Principals 	<p>Measure: Updated District and District Emergency Plan</p> <ul style="list-style-type: none"> • An updated District Emergency Plan will be submitted to the Superintendent by January 31, 2007 • 100% of schools will submit an updated School Emergency Plan to the Security Director and the Deputy Superintendent by January 31, 2007. 		Previous Plan	Updated Plan		
<p>2.1. E. Implement programs to prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and other drugs and foster a safe and drug-free learning environment that supports academic achievement.</p>	08/06 06/07	Title IV. Safe and drug Free Program	Assistant Superintendent Federal Programs & Grants Drug Free Staff	<p>Measure – Implementation of program at selected schools</p> <ul style="list-style-type: none"> • 100% of selected schools will implement the adopted program during 2007-2008; 2008-2009 			Plan completed		


Objective 2.2

The District will provide and maintain facilities that support learning and meet safety standards as measured by MSIP.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
2.2.A. Adopt and implement a long-range facility and building use plan based on data and recommendations from the Facility Utilization and Building Study.	2006-2009	<ul style="list-style-type: none"> • Budget • Long Range Planning Committee • Central Office Administration and Department heads 	<ul style="list-style-type: none"> • Board of Education • Superintendent • Chief Operating Officer 	<p>Measure – Review of facility study; development and implementation of long-range facility and building plan</p> <ul style="list-style-type: none"> • Immediate – Scenarios and recommendations from the Facility Utilization and Building Study are presented to the Board and Superintendent (January 07) • Mid Range – Board and Administration study the scenarios and recommendations and create a long-range plan using the data (March 2007) • Long Range – Implementation of the plan begins in April 2007 			Plan		
2.2.B Implement the cycle maintenance and replacement program including a preventive maintenance program for major building systems	09/06-06/09	<ul style="list-style-type: none"> • Budget • Federal, State and Local codes • MSIP Standards 	<ul style="list-style-type: none"> • Chief Operating Officer • Director of Facilities 	<p>Measure – Implementation of cycle maintenance and replacement program</p> <ul style="list-style-type: none"> • 1st priority - Address the code/MSIP Standards • 2nd priority - Meet the needs of building educational programs • 3rd priority - Replace building and facilities components (e.g. Painting, Carpet, HVAC, etc.) <p>Measure – Number of corrective work orders</p> <ul style="list-style-type: none"> • Number of corrective work order requests decreases by 25% each year in 2006-2007; 2007-2008; and 2008-2009 			Implementation	25%	
2.2.C Establish and implement a hazardous material plan to achieve and maintain compliance with all federal, state, and local regulations.	09/06-06/09	<ul style="list-style-type: none"> • AHERA Contractor 	<ul style="list-style-type: none"> • Chief Operating Officer • Director of Facilities 	<p>Measure – A written plan for hazardous materials</p> <ul style="list-style-type: none"> • Plan completed by 6/07 <p>Measure - Compliance with regulations</p> <ul style="list-style-type: none"> • The district will be in compliance with all federal, state and local hazardous material regulations by 6/09 			Plan	Compliance	

Objective 2.3

Students in grades K-12 will attend school at or above the MSIP standard rate by Spring 2009.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
2.3.A. Fully implement the Board adopted Attendance Policy 	09/06-06/07	<ul style="list-style-type: none"> Parents Dropout and Truancy Office Student Personnel Assistants (SPAs) Professional Development 	<ul style="list-style-type: none"> Deputy Superintendent Director of Pupil Services Assoc. Supt. School Leadership Principals Teachers 	Measure: Evidence of policy implementation at the district and school level <ul style="list-style-type: none"> 100% of schools have documentation of compliance with the Attendance Policy including agendas and meeting minutes of an active Attendance Committee, as reported to the Coordinator of Transition Services quarterly. 			100%	Attd. Policy avail.. to all schools and monitor monthly	Met and Ongoing
2.3.B. Create a cross-divisional committee to review and recommend changes to the district Attendance Policy.	01/07-06/07	<ul style="list-style-type: none"> Current Attendance policy and procedures Attendance data Literature review of other district policies/procedures Admissions, ITS, Hearing Office, and Research staff 	<ul style="list-style-type: none"> Deputy Superintendent Director of Pupil Services Transition Services Coordinator Assoc. Supt. School Leadership 	Measure: Recommendations for policy revisions to Superintendent by June 2007			Recommendations	Attd. policy has been updated and forw. To Supt. for review and approval in Oct.	Met and Ongoing
2.3.C Provide engaging instruction for all students and all sub-groups as defined by NCLB to increase the level of attendance	08/06-06/07	<ul style="list-style-type: none"> Professional development Technical assistance 	<ul style="list-style-type: none"> Assoc. Supts. School Leadership SIFs Curriculum Coordinators Principals Instructional coaches Teachers 	Measure: Student engagement in instruction <ul style="list-style-type: none"> 100% of classroom observations will show a minimum of 90% of students on task as evidenced by walk through monitoring check list. Measure: Student attendance rates <ul style="list-style-type: none"> The student attendance rate for all students will increase by 3% each school year or be maintained at 93% or above. The student attendance rate will increase by 3% each school year or be maintained at or above 93% at each school level (elementary, middle and high) 	9.6	K-8: 94.8% 9-12: 82.3%	90% engagement K-8: maintain 9-12: 85.3%	On going	On going
2.3.D Record attendance messages in all appropriate home languages.	By end of first semester	<ul style="list-style-type: none"> Language Services 	<ul style="list-style-type: none"> Exec. Director of Information Technology Services Language Services Director Director of Pupil Services 	Measure: Multi-lingual recorded attendance messages <ul style="list-style-type: none"> 100% of automated attendance contacts will be made in the appropriate home language for the following languages: English, Spanish, Somali, Arabic, and Vietnamese. 			100%	Mtg. to be sched. With ELL Staff to record messages	Ongoing
2.3.E Require accurate reporting of student daily attendance	08/06-06/07	<ul style="list-style-type: none"> Dropout and Truancy Department 	<ul style="list-style-type: none"> Pupil Services Director Assoc. Supt. 	Measure: Accurate attendance records in student records system <ul style="list-style-type: none"> 100% of high schools and middle schools will have an 			100%	All high & middle schools	Ongoing

		<ul style="list-style-type: none"> School Staff IT Department 	<p>School Leadership</p> <ul style="list-style-type: none"> Principals 	<p>attendance audit each school year in 2006-2007; 2007-2008; and 2008-2009.</p> <ul style="list-style-type: none"> 100% of schools will download and review attendance reports for their building monthly and verify by Principals signature that their records are updated and accurate using the student Attendance Certification form. 			100%	<p>sched. For student audit.</p> <p>Attd. Cert. monitored</p>	Ongoing
2.3.F Conduct home visits for students in grades 1-8 whose attendance rate falls below 75%	10/06-06/07	<ul style="list-style-type: none"> Student Personal Assistants (SPAs) Dropout and Truancy Department 	<ul style="list-style-type: none"> Director of Pupil Services Transition Services Coordinator 	<p>Measure: Number of home visits</p> <ul style="list-style-type: none"> Attendance-Patrol officers of the Truancy and Dropout department will make home visits to at least 90% of students in grades 1-8 whose attendance rate falls below 75% in 2006-2007 			90%		Met
2.3.G Monitor student attendance and intervene with students whose attendance rate falls below 80%	10/06-06/09	<ul style="list-style-type: none"> IT School Documents Truancy Officers Attendance Committee 	<ul style="list-style-type: none"> Director of Pupil Services SPA Coordinator SPAs Principals 	<p>Measure - Evidence of monitoring and intervention</p> <ul style="list-style-type: none"> SPAs will provide 100% of Principals with a report for their school each month detailing results of monitoring of student attendance and intervention activities for each student involved including records of parent contact SPAs will begin an intervention for 100% of students whose attendance rate falls below 80% within 10 days 			100%	Dropout Prevent. Ongoing monthly basis	Ongoing
2.3.H. Family Advocates in Achievement 1 st schools will monitor attendance of every student in their advocacy group using the academic and behavior profile and make contact with parents of students with attendance issues.	10/06-06/07	<ul style="list-style-type: none"> Family Advocate 	<ul style="list-style-type: none"> Deputy Superintendent Assoc. Supt. School Leadership Principals SIFs 	<p>Measure – Family advocate contacts with parents of students with attendance issues</p> <ul style="list-style-type: none"> 100% of parents of students with attendance issues will be contacted by their family advocate according to guidelines in the attendance policy. Advocates will keep accurate documentation of parent contact about attendance issues and provide monthly documentation to the school's attendance committee for review. 			100%	Documentation	

DISTRICT ACTION PLAN

District Goal #3: Operate efficient and effective supports for learning.

Objective 3.1



Business services will be restructured to provide support to instruction.

ACTION STEPS	TIME -LINE	ESTIMATED RESOURCE S	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.1.A. Business organization structure will be developed and implemented.	1/07	<ul style="list-style-type: none"> • Council of Great City Schools Report • Facility Utilization and Building Study Recommendations 	<ul style="list-style-type: none"> • Superintendent • Department Heads • School Board 	Measure – Reorganization Plan implemented.		New	Reorganization Plan		
3.1.B. Adopt and implement a long-range facility and building use plan based on data and recommendations from the Facility Utilization and Building Study.	2006-2007	<ul style="list-style-type: none"> • Budget • Long Range Planning Committee • Central Office Administration and Department Heads • All Stakeholders 	<ul style="list-style-type: none"> • Board of Education • Superintendent 	Measure – Review of facility study; development and implementation of long-range facility and building plan <ul style="list-style-type: none"> • Immediate – Scenarios and recommendations from the Facility and Building Study are presented to the Board and Superintendent (January 07) • Mid Range – Board and Administration study the scenarios and recommendations and create a long-range plan using the data (February 07) • Long Range – Implementation of the plan begins in Spring 2007 		New	Long range facilities and building plan		
3.1. C.. Educational organization structure will be developed and implemented.	1/07	Facility Space Utilization Plan	Assistant Superintendent Federal Programs & Grants	Measure – Reorganization Plan implemented. <ul style="list-style-type: none"> • Federal Program & Grant Offices in one location 		New	Reorganization Plan		

Objective 3.2

Improve efficiency and effectiveness of business operations.

ACTION STEPS	TIME-LINE	ESTIMATE D RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.2.A Improve accountability of major contractors.	January 2007	<ul style="list-style-type: none"> Budgeted Positions Purchasing Department 	<ul style="list-style-type: none"> Superintendent Chief Finance Officer Director of Purchasing Budget Holders Department Heads 	<p>Measure – Performance standards 75% of formal solicited RFPs for \$300,000 and above will have performance standards.</p> <ul style="list-style-type: none"> 2006-2007: 25% of RFP's \$300,000 or greater from 1/01/07 thru 6/30/07 2007-2008: 50% 2008-2009: 75% <p>Measure – Benchmark for success 100% of formal solicited RFPs for \$300,000 and above with performance standards will have a benchmark for success.</p> <p>Measure – Vendor performance 100% of program managers will complete the purchasing department survey on vendor performance by 1/07.</p>		New	25%	100%	100%
3.2.B. Implement best practices in budget process.	June 2007	<ul style="list-style-type: none"> Existing Staff 	<ul style="list-style-type: none"> Budget Director 	<p>Measure – GFOA and ASBO best practices 100% of the budget process will utilize best practices as measured by the GFOA and ASBO by June 07.</p>			100%		
3.2.C. Develop and implement curriculum for required Budget Manager Training.	July 2007		<ul style="list-style-type: none"> Accounting Director Budget Director Purchasing Director B&F Trainer 	<p>Measure - Percent trained 100% of budget holders will be trained on the new curriculum by July 15.</p>		New	100%		
3.2.D. Provide safe and timely transportation for students.	Quarterly 9/30, 12/31, 3/31, 6/30	<ul style="list-style-type: none"> Transportation Contractors Feedback from schools 	<ul style="list-style-type: none"> Chief Finance Officer 	<p>Measure - Preventable accidents per 100,000 miles June 30: 1.0 accident per 100,000 miles.</p> <p>Measure - On-time arrivals as a percentage of total trips June 30: 99.5% of total trips will be on time</p>			1/100,000		
3.2.E. Develop and update Standard Operating Procedures for all Departments	June 2007	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> All Department Heads 	<p>Measure - Handbook on Standard Operating Procedures</p> <ul style="list-style-type: none"> February 28 - 33% Complete April 30 - 66% Complete June 30 - 100% Complete 		New	Handbook on SOP		
3.2.F. Develop a coordinated comprehensive professional development program for all non-certified and administrative	June 2007	<ul style="list-style-type: none"> All Department Heads, 	<ul style="list-style-type: none"> Professional Development Human Resources 	<p>Measure – District Professional Development Plan</p> <ul style="list-style-type: none"> A District Professional Development Plan, aligned to the District Accountability Plan, will be developed by January 31, 2007. 		New	PD Plan		

staff.		School Leaders,		<p>Measure - Individual professional development plans</p> <ul style="list-style-type: none"> 100% of departments will submit a plan to the Professional Development Department aligned to the District Professional Development Plan by June 2007. 100% of staff will have an individual professional development plan aligned to their specific job needs in their annual review. 			100%			
3.2.G. Develop and implement a plan for financial reporting, monitoring and grant management by grant managers.	June 2007	<ul style="list-style-type: none"> Existing staff 	<ul style="list-style-type: none"> Director of Accounting & Investments Chief Financial Officer Grant Coordinator 	<p>Measure – Percentage of Audit Findings</p> <p>Reduce by 5% the audit findings related to grant completion reports.</p>		06 annual audit: 12 findings	5% reduction			
3.2.H. Train grant program managers on financial reporting, monitoring, and grant management training.	June 2007 - ongoing	<ul style="list-style-type: none"> Existing staff Professional Development Grant Management Resource Guides Allocated time 	<ul style="list-style-type: none"> Chief Financial Officer Director of Accounting & Investments Grant Coordinator 	<p>Measure - Percentage of Audit Findings</p> <ul style="list-style-type: none"> Reduce by 5% the audit findings related to grant completion reports. <p>Measure - 100% of program managers will be trained</p> <p>Benchmark:</p> <p>Current program managers</p> <ul style="list-style-type: none"> By March 2007: 50% By May 2007: 75% By June 2007: 100% <p>New Program Managers: 100% within 4 weeks of award</p>		06 annual audit: 12 findings New	5% reduction 100%			
3.2.I. Compare cost of benefit packages with current expenditures to develop a cost effective executive and administrative benefit package.	Dec. 06	<ul style="list-style-type: none"> Broker for health and welfare 	<ul style="list-style-type: none"> Human Resources Officer CFO 	<p>Measure – Plan analysis</p> <p>Report of benefit package analysis for review and examination.</p>		New	Report			
3.2.J Implement best Practices in budget Process 	June 2007-	Monthly Budget Reports	<ul style="list-style-type: none"> Assistant Superintendent Federal Programs & Grants Coordinators Resource Teachers 	<p>Measure –</p> <ul style="list-style-type: none"> Title Budgets indicates supplement between the Federal Programs staff and school staff to expend budgets. No more than 15% will be carried over. 		New				
3.2.K. Define Standard Operational procedures for Office Staff 	June 2007	Monthly Staff Agendas	<ul style="list-style-type: none"> Assistant Superintendent Federal Programs & Grants 	<p>Measure –</p> <ul style="list-style-type: none"> Survey will indicate staff, schools, parents, Providers understand operational procedures. 		New				

Objective 3.3

The District will improve recruitment of teachers.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBL	MEASURE OF SUCCESS	MSIP REFE	BASE-LINE	TARGET	ACTUAL	STATUS
3.3.A Extend offers to future teachers as part of a recruiting plan.	1/07 – ongoing	Principals	Principals Director of Human Resources (HR)	Measure – Offers for known vacancies 50% of known vacancies will have offers extended by April 15 70% by June 15 100% by Aug 1		4/15/05 – 25% 6/15/05 – 60% 8/1/05 – 90%	4/07: 50% 6/15: 70% 8/07: 100%		
3.3.B Review the concept of a mentoring program as a recruiting tool.		Training dollars Assistance from Employee Development	Director of HR Professional Development Coordinator	Measure – Increased retention Increase retention from 2006-2007 by 3% yearly.		New	3% retention from 06/07		
3.3.C Develop a system to forecast vacancies	01/08	Admissions Budget ITS Instruction Principals Salaries	Director of HR	Measure – Forecast Vacancies System System for forecasting vacancies created by January 2008.		New	System in place 1/08		
3.3.D Host hiring fairs for potential teachers	Annually beginning 02/07	Budget Universities Salaries	Director of HR Principals	Measure – Number of hires Increase number of offers by 10% over 2005-2006 baseline.		60 offers	66 offers		
3.3. A. Comply with NCLB through staffing with fully certified and highly qualified teaching and supportive staff.	06-09	<ul style="list-style-type: none"> • DESE • Principals • Assist. Supt. Federal Programs 	<ul style="list-style-type: none"> • Human Resources Officer 	Measure – Core Data <ul style="list-style-type: none"> • 100% of Single Source Funding Sheets will indicate staff is highly qualified 		100%	100%		
3.3.B Staff Federal Programs Office to support schools	06-09	<ul style="list-style-type: none"> • Assist. Supt. Federal Programs 	<ul style="list-style-type: none"> • Human Resources Officer 	Measure – <ul style="list-style-type: none"> • Position Control Data Sheets will indicate that goals met: 0% vacancies 		90%	100%		

Objective 3.4

The district will increase the *retention* rates of *certified and classified staff* by 10% each by 2009.

ACTION STEPS	TIME-LINE	ESTIMATE D RESOURCE S	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.4.A. Provide ongoing technical assistance by providing a mentoring program for first year certified and classified staff.	1/07 3/07 6/07	<ul style="list-style-type: none"> • Software • Two additional Human Resource staff members 	<ul style="list-style-type: none"> • Deputy Superintendent • Coordinator of PD • Director of Human Resources Managers • Information Technology 	<p>Measure – Employee Contact</p> <ul style="list-style-type: none"> • Quarterly Retention Log of Contacts beginning 1/07 <p>Measure - Percentage of teachers and other staff staying in district for three years.</p> <ul style="list-style-type: none"> • Increase the retention rate by 5% - 2007-2008 • Increase retention rate by 10% - 2008-2009 			Log of contacts 5% 10%		
3.4.B. Collect data concerning potential issues leading to employee separation by using an exit survey.	1/07 Yearly	<ul style="list-style-type: none"> • Employee survey • Human Resources Systems records 	<ul style="list-style-type: none"> • Human Resources • Information Technology • Executive Director Research and Evaluation 	<p>Measure – Report of issues leading to employee separation will be compiled and presented to school leaders and stakeholders.</p> <p>Measure - Percent of exiting staff completing exit survey</p> <ul style="list-style-type: none"> • 90% of teachers and administrators leaving the KCMSD will complete an exit survey. 			Report 90%		
3.4.C. School leaders and stakeholders will analyze data collected and collaborate to take appropriate steps to address reported issues at district, department and school level.	8/07- 6/09	<ul style="list-style-type: none"> • Survey results • Other collected data • AFT/SRP • Research and Evaluation Department 	<ul style="list-style-type: none"> • Superintendent • Deputy Superintendent • Director Human Resources • Principals • Legal Department 	<p>Measure – 100% of schools and departments will receive suggestions for improving job satisfaction by 9/07.</p> <p>Measure – Increase first year retention rates.</p> <ul style="list-style-type: none"> • 2007- Baseline TBD • 2008-10% retention increase • 2009-10% retention increase 			100% Baseline determined		

Objective 3.5

Staff all classrooms with *fully certified and highly qualified* teaching and administrative staff by Fall 2007.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.5.A.C Comply with NCLB through staffing with fully certified and highly qualified teaching and administrative staff.	06-09	<ul style="list-style-type: none"> • DESE • Principals • Assoc. Supt. School Leadership 	<ul style="list-style-type: none"> • Human Resources Officer • PD Coordinator 	Measure – Percent of certified and highly qualified staff <ul style="list-style-type: none"> • 100% of teaching and administrative staff are certified and highly qualified in 2007-08 and 2008-09 		92.2%	100%		
3.5.B Develop a recruitment plan based on need and success data.	9/06-6/09	<ul style="list-style-type: none"> • Plans from other urban districts • HR records • Staffing Specialists • Research, Eval.. & Assess. Department • HEP 	<ul style="list-style-type: none"> • Superintendent • Director of HR 	Measure – Recruitment Plan A recruitment plan will be submitted to the School Board. Measure – Percent of positions filled by substitutes at opening of schools Decreased number of positions filled by substitutes at the beginning of the year. <ul style="list-style-type: none"> • Fall 2007-1% • Fall 2008-0.75% • Fall 2009-0.5% 		1.25% Fall 06	Plan 1% Fall 07		
3.5.C Formally evaluate teachers according to the frequency schedule outlined in PBTE System.	10/06-4/15	<ul style="list-style-type: none"> • FY 06/07 list of evaluates • PBTE Manual 	<ul style="list-style-type: none"> • Director of HR • Principals • Assoc. Supt. School Leadership 	Measure – Completed Teacher Evaluations <ul style="list-style-type: none"> • 100% of probationary teachers will be evaluated annually with tenured teachers evaluated every three years. • By May 2007, 100% of all probationary teachers will have a current evaluation on file. The date of last scheduled evaluation shall not exceed one (1) year. • By May 2007, 100% of all tenured teachers will have a current evaluation on file. The date of the last scheduled evaluation shall not exceed two (2) years. 			100% 100% 100%		
3.5.D Implement effective performance improvement plans for teachers identified with performance deficiency(ies).	10/06-4/15	<ul style="list-style-type: none"> • Professional development • Manuals • Phone counseling 	<ul style="list-style-type: none"> • Director of HR • Principals • Assoc. Supt. School Leadership 	Measure - Performance improvement plans for remediation of deficiency(ies) <ul style="list-style-type: none"> • 100% of teachers identified with performance deficiencies will receive a plan for remediation Measure – Progress on remediation of identified deficiencies <ul style="list-style-type: none"> • 95% of teachers correct identified deficiency(ies) to meet District Performance standards and/or make substantial progress toward remediation of identified deficiency(ies) with PIP extended for teachers who have made significant progress toward meeting performance standards. 			100% 95%		

Objective 3.6

The *teacher attendance* rate will increase to 95% or above by 2008-2009.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.6.A. Develop and implement a new policy regarding staff absences	8/06-6/09	<ul style="list-style-type: none"> • Review Team, • Model policies of various school districts, • Professional development 	<ul style="list-style-type: none"> • School Board • Director of Human Resources 	<p>Measure - Board policy on teacher attendance developed and passed by the board of education by 12/06</p> <p>Measure -Teacher attendance rate</p> <ul style="list-style-type: none"> • 91% - 2006-2007 • 93% - 2007-2008 • 95% - 2008-2009 	5.1, 6.5, 8.3, 8.5	TBD	Board Policy 91%		
3.6.B. Consider incentive bonus program for teachers with high attendance	8/6-6/09	<ul style="list-style-type: none"> • School Board • Teacher's Union 	<ul style="list-style-type: none"> • School Board • Superintendent • Director HR 	<p>Measure - Recommendations</p> <p>Recommendations will be presented to the School Board by 2/07.</p>			Recommendations		


Objective 3.7

KCMSD will ensure that minority contractors have an equal opportunity to obtain school district business.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBL	MEASURE OF SUCCESS	MSIP REFE	BASE-LINE	TARGET	ACTUAL	STATUS
3.7.A Provide technical assistance & outreach to MBE/WBE vendors through four quarterly training sessions	Quarterly beginning December 2006	\$20,000	MBE/WBE Coordinator	<p>Measure - Calendar of Trainings, Agendas, Participant attendance 100% of district registered vendors shall receive technical assistance by December 2007.</p> <p>Measure - Calendar of Trainings, Agendas, Participant attendance 100% of district registered majority vendors shall receive technical assistance by March 2008.</p>		New	100%	60%	On-going
3.7.B Produce quarterly reports on MBE/WBE utilization on formally bid District contracts	9/30, 12/31, 3/31, 6/30		MBE/WBE Coordinator	<p>Measure - Reports to Board and Community groups 100% of quarterly board reports will include information on MBE/WBE utilization on formally bid District contracts.</p>		New	100%	100%	On-going
3.7.C Review and make adjustments to existing policy based on recommendation from the Disparity Study consultant.	12/06-3/07	City, Joint Government, Wyandotte County, Transportation Authority	MBE/WBE Coordinator	<p>Measure – Recommendations and Policy Changes</p> <ul style="list-style-type: none"> By December 2006, review recommendations from the Disparity Study. By March 2007, make recommendations for changes to existing District MBE/WBE policy. 		New	Recommendations	Recommend no Policy Changes	Completed

Objective 3.8

Improve customer service.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.8.A Administer annual satisfaction surveys to District stakeholders to determine satisfaction with department services.	Annually in the Spring	<ul style="list-style-type: none"> All Departments Heads 	<ul style="list-style-type: none"> Research Department 	Measure – Satisfaction with department services <ul style="list-style-type: none"> 2006-2007: Baseline 2007-2008: Increase overall satisfaction. 2008-2009: Increase overall satisfaction . 		New	Increased satisfaction		
3.8.B Improve and enhance services based on customer satisfaction surveys.	Annually beginning in February 2007	<ul style="list-style-type: none"> Department of Research and Evaluation 	<ul style="list-style-type: none"> Deputy Superintendent Chief Operations Officer Department Heads 	Measure – Improve and enhance services <ul style="list-style-type: none"> Beginning 2007-2008: 100% of plans will utilize data from the customer satisfaction survey 2008: Annual increase in satisfaction 			100% Increased satisfaction		
3.8.C Create a portal site for each department. 	11/06-07/07	<ul style="list-style-type: none"> Instructional Technology Staff Department Staff Information Technology Staff Federal Programs & Grants 	<ul style="list-style-type: none"> Information Technology Services Department Heads Assistant Supt Federal Programs & Grants 	Measure – Portal site completion 100% of departments will have a portal site by July 2007.		New	100%		
3.8.D Develop and implement site-based Youth Advisory Committee(YAC) for Child Nutrition Program	June 2007	<ul style="list-style-type: none"> \$1,000 	<ul style="list-style-type: none"> Director of Child Nutrition Services Principals 	Measure – Youth Advisory Committee 100% of schools will have a YAC by June 2007.		New	100%		
3.8.E. Establish protocols for phone use.	10/06	<ul style="list-style-type: none"> Department Staff Human Resources Staff Assist. Supt. Grants Coordinator 	<ul style="list-style-type: none"> Department Staff Human Resources Staff Assist. Supt. Grants Coordinator 	Measure – Positive Customer feedback <ul style="list-style-type: none"> Survey will indicate customer friendly department. 			100%		

Objective 3.9

Utilize technologies to more efficiently perform administrative tasks.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.9.A. Develop and implement a District Dashboard (Portal)	09/06 – 11/07	<ul style="list-style-type: none"> Dashboard Committee Application Developers 	<ul style="list-style-type: none"> Research Information Technology Instructional Technology School Leader Principals Teachers Curriculum Business Assessment Other departments as necessary 	Measure - Completed Dashboard (Portal) <ul style="list-style-type: none"> July 2007 - 100% of data requirements collected October 2007 - Design and Implement 		New	100% data collected		Tech Academy Classes
3.9.B Evaluate the effectiveness of the current administrative systems and review the need to upgrade or replace.	09/06 – 06/08	<ul style="list-style-type: none"> Administrative System evaluation committee Funds for purchase or upgrade of systems 	<ul style="list-style-type: none"> Information Technology Various departments 	Measure - Applications Reviewed <ul style="list-style-type: none"> 100% of all applications will be reviewed by 6/08. 		New	100%		
3.9.C Develop electronic budget transfers	September 2007	<ul style="list-style-type: none"> Application Developers Budget Department 	<ul style="list-style-type: none"> Director of Budget Director of Information Technology 	Measure – Budget transfers 100% of budget transfers will be completed electronically by 9/07.		New	100%		
3.9.D Implement electronic distribution of monthly budget vs. actual reports	June 2007	<ul style="list-style-type: none"> Application Developers Budget Department 	<ul style="list-style-type: none"> Director of Budget Director of Information Technology 	Measure – Budget vs. Actual reports electronic 100% of budget vs. actual reports will be transmitted electronically by 6/07.		New	100%		
3.9.E Train and implement use of E-Procurement (shopping cart method)	Annual by June 30	<ul style="list-style-type: none"> Existing Staff 	<ul style="list-style-type: none"> Director of Purchasing Director of Information Technology 	Measure – Train requisition entry personnel <ul style="list-style-type: none"> March 2007: 80% of requisition entry personnel complete formal training. August 2007: 100% of District budget managers will complete formal training. 		New	100% by 8/07		

			<ul style="list-style-type: none"> B&F Training Coordinator 	<p>Measure – Vendors using Shopping Cart ordering method</p> <ul style="list-style-type: none"> June 2007: 15 vendors will be included in and 20% of requisitions will use the Shopping Cart Method. June 2008: 25 vendors will be included in and 40% of requisitions will use the Shopping Cart Method. June 2009: 40 vendors will be included in and 50% of requisitions will use the Shopping Cart Method. 		1	15 vendors by 6/07		
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Objective 3.10

Provide adequate technology resources for students and staff.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.10.A Provide Internet and telephone access in all classrooms.	09/06 – 09/07	<ul style="list-style-type: none"> E-rate funding District matching funds 	<ul style="list-style-type: none"> Information Technology Services 	Measure – Internet and Telephone Access 100% of K-12 classrooms have Internet and telephone Access		October 2006 – 94%	100%		
3.10.B Meet all technology MSIP requirements for library media centers.	12/06	<ul style="list-style-type: none"> Funding 	<ul style="list-style-type: none"> Library Services Facilities School Leadership Information Technology Services 	Measure – MSIP Requirements 100% of MSIP technology requirements are met.		TBD	100%		
3.10.C Assure adequate furniture, networking, and electrical needs are met all classrooms.	09/06 – 09/08 Ongoing	<ul style="list-style-type: none"> E-rate funding District matching funds 	<ul style="list-style-type: none"> Facilities Information Technology Services 	Measure – Furniture, Networking, Electrical 100% of classrooms have their needs met.		October 2006 – Networking 94%	100%		
3.10.D Maintain a 3:1 student/computer ratio.	09/06 – 09/08	<ul style="list-style-type: none"> Technology Funding 	<ul style="list-style-type: none"> Information Technology Services Principals 	Measure – Computer/Student ratio 3:1 ratio of computers/students		TBD	3:1		

Objective 3.11

Provide *adequate technology support* as recommended by the Missouri Department of Elementary and Secondary Education (DESE).

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.11.A. Provide adequate responsiveness to support requests	09/06 – 09/07 Ongoing	<ul style="list-style-type: none"> • Technology Staff • Contract Staff 	<ul style="list-style-type: none"> • Information Technology Services • Instructional Technology Services 	Measure – Percentage of work orders 80% of work orders are completed within 96 hours.		TBD	80%		On-going
3.11.B. Provide adequate security for technology support.	09/06 – 09/07 Ongoing	<ul style="list-style-type: none"> • Lockdown devices • security alarms for high tech areas • Technology Monitoring software and devices 	<ul style="list-style-type: none"> • Information Technology Services • Security Department 	Measure – Percentage of technology loss 10% decrease in technology loss through theft.		TBD	10% decrease		
3.11.C. Provide adequate building maintenance for technology support.	09/06 – 09/08	<ul style="list-style-type: none"> • Funding for technology room air conditioners • Funding for adequate electricity in classrooms, libraries, and labs 	<ul style="list-style-type: none"> • Facilities • Principals • Information Technology Services 	Measure –Air conditioners and adequate electricity <ul style="list-style-type: none"> • 100% air conditioners in all technology rooms. • Adequate electricity in all classrooms, libraries, and labs. 		Approximately 60%	100%		

Objective 3.12

Apply for *grants to support instruction* and student achievement.


ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
3.12.A Develop program needs lists aligned to the District Strategic Accountability Plan and individual School Improvement Plans.	9/06-5/09	<ul style="list-style-type: none"> • Grant Liaison Technicians • School personnel • Parents • Community members 	<ul style="list-style-type: none"> • Coordinator of Grants • Principals • Grant Committee 	<p>Measure – Needs lists 100% of Departments and Curriculum Areas will have a program needs list. Benchmarks:</p> <ul style="list-style-type: none"> • 2006-2007: 35% of Departments/Curriculum Areas • 2007-2008: 70% of Departments/ Curriculum Areas • 2008-2009: 100% of Departments/Curriculum Areas <p>100% of Schools will have a program needs list Benchmarks:</p> <ul style="list-style-type: none"> • 2006-2007: 34% of schools • 2007-2008: 68% of schools • 2008-2009: 100% of schools 		New	Lists of program needs		
3.12.B Establish a grant committee in every school	09/06-06/09	<ul style="list-style-type: none"> • School personnel • Parents • Community members 	<ul style="list-style-type: none"> • Grant Liaison Technicians • Grant Committee • Principals 	<p>Measure – 100% of schools will have a grant committee 2006-2007: 30% 2007-2008: 70% 2008-2009: 100%</p>		1	School grant committees		

District Goal #4 Ensure strong community collaboration and parent involvement.

Objective 4.1

100% of District schools will establish *regular, two-way, meaningful communication* between home and school


ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
4.1.A. The board will review the district parent engagement policy to provide District wide procedures needed to ensure achievement and improvement goals.	08/06-06/07	<ul style="list-style-type: none"> Professional Development SAC DAC School Improvement Facilitators (SIFs) Principals Family advocates Parent Resource Center 	<ul style="list-style-type: none"> School Board 	Measure -Board policy discussions and review – 2006-2007 Board policy created for parent engagement relating to achievement and improvement goals.	7.6	6/28/06- <u>FILE</u> : IGBC	Board Policy		Compacts available through Title I.
4.1.B. The family advocacy component of Achievement First! will be fully implemented	08/06-06/07	<ul style="list-style-type: none"> Professional Development Counselors 	<ul style="list-style-type: none"> School Improvement Facilitators (SIFs) Executive Director of Achievement First! Principals Family advocates Parent Resource Center 	Measure – Meetings per Year There will be two meetings per year between family advocates and each student’s family. <ul style="list-style-type: none"> 35% of family advocates will conduct two meetings per year in 2006-2007. 65% of family advocates will conduct two meetings per year in 2007-2008. 100% of family advocates will conduct two meetings per year in 2008-2009. 		2006-2007	35%		
4.1.C. Develop and distribute a monthly Calendar of District-wide events	09/06-06/09	<ul style="list-style-type: none"> Print materials Translator SAC DAC Principals 	<ul style="list-style-type: none"> Parent Resource Center Coordinator of Schools and Community Relations Family Involvement Team* Principals 	Measure -Calendar of Events; Number of schools with a Calendar of Events <ul style="list-style-type: none"> 100% of Principals will receive the calendar via email and interoffice mail. 100% of Principals will distribute this calendar to SAC chairs and parents and post it in their parent resource center. 	7.6	New	100%	calendar distributed 2006-2007	calendar being developed for 2007-2008

4.1.D. Establish Parent Resource Centers in each school. 	10/06-01/07	<ul style="list-style-type: none"> Meeting Space in each school Furniture and equipment Parent Involvement Paras 	<ul style="list-style-type: none"> Principals Coordinator of Schools and Community Relations (CSCR) Asst Supt Federal Programs & Grants 	Measure -Number of schools with a parent resource center 100% of schools will have a parent resource center by January 2007. Measure -Number of schools with a parent liaisons 100% of schools will have parent liaisons by January 2009.	7.6	TBD	100%	Compacts available through Title I.	
4.1.E. Create a brochure listing all parent programs, services, and contact information in three major languages	01/07 English/Spanish English/Somali	<ul style="list-style-type: none"> Print Resource Translator FIT 	<ul style="list-style-type: none"> Coordinator of Schools and Community Relations Parent Resource Center Coordinator 	Measure -Increased use of services 100% of schools will receive brochures in Spanish, Somali and English by February parent teacher conferences.	7.6	New	100%	In development	In development
4.1.F. Require all schools to implement the parent/student compact	03/07	<ul style="list-style-type: none"> Compacts Title I 	<ul style="list-style-type: none"> Title I Principals 	Measure -Increased percentage of parents who signed student/ parent compact 100% of schools will utilize the student/parent compact.	7.6	TBD	100%		Compacts available through Title I.
4.1.G. Provide parents with a list of school personnel email addresses	12/06	<ul style="list-style-type: none"> Advertising Print Resources 	<ul style="list-style-type: none"> Principals School Secretary 	Measure - Number of lists distributed to parents and lists on file in each school's parent resource center. 100% of schools will have that list available for parents in the school's parent resource center.	7.6	New	100%		
4.1.H. Develop and maintain a web site for parents with content in three major languages	05/07– English 05/08 - Spanish 05/09 – Somali	<ul style="list-style-type: none"> Translators Parent Resource Center SAC DAC 	<ul style="list-style-type: none"> Information Technology Department 	Measure - Percentage of schools that use multiple ways to communicate with parents: meetings, email, websites, flyers, etc. Parent resource web site is available in three different languages via the District portal by May 2009.	7.6, 8.8.9	New	3 languages	Site in English	
4.1.I. Develop a district-wide plan to increase the percentage of parents attending parent/teacher conferences	01/07	<ul style="list-style-type: none"> Parent Resource Center DAC SAC Office of Public Relations Research 	<ul style="list-style-type: none"> Associate Superintendent for Leadership Principals Teachers Counselors Advocates 	Measure - Percentage of parents attending parent teacher conferences <ul style="list-style-type: none"> 25% of baseline increase in 2007-2008 25% of baseline increase in 2008-2009 	7.6	2006 Baseline	25%		
4.1. J. Align goals to the district curriculum focus.	10/06- 06/09	<ul style="list-style-type: none"> Community Parent Represent. District Center Coordinator 	<ul style="list-style-type: none"> Assistant Superintendent 	Measure – Alignment of goals <ul style="list-style-type: none"> 100% of Program goals will meet NCLB guidelines Programs goals will be aligned with the district curriculum focus. 		New	100%		

*Family Involvement Team – Office of Public Relations, Parent Resource Center, Adult Basic Education, Language Service Department, Title I, III, IV, VII, Head Start, Early Childhood, Parent as Teachers, School Based-School Linked Services.

Objective 4.2

100% of *programs that serve families* will develop and align their goals to the district curriculum focus and the District will offer additional opportunities to promote and support parenting skills.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP	BASE-LINE	TARGET	ACTUAL	STATUS
4.2.A. Programs that serve families will develop and align their goals to the district curriculum focus.	10/06- 06/09	<ul style="list-style-type: none"> Strategic Plans Curriculum Coordinators Meeting space Department Strategic Plans Family Involvement Team 	<ul style="list-style-type: none"> Department Directors Parent Resource Coordinator Schools/Community Relations Coordinator 	Measure – Alignment of goals <ul style="list-style-type: none"> 100% of programs goals will be aligned with the district curriculum focus. 100% of department programs will have goals aligned to District curriculum. 		New	100% 100%		
4.2.B. Offer training, workshops, professional development and conferences for families of students at local, state, and national level.	09/06-06/09	<ul style="list-style-type: none"> Conference Fees Training fees Supplies and materials Meeting space DAC 	<ul style="list-style-type: none"> Family Involvement Team* 	Measure - Number of participants in opportunities at the local, state, and national level Establish a baseline 2006-2007	6.7, 7.6, 8.8	2006-2007 Local State National	Local State National		
4.2.C. Develop and implement Parent Power Institute to prepare parents for college and careers, GED and beyond. 	01/06-06/09	<ul style="list-style-type: none"> Local colleges, universities, budget for fees, books, transportation, childcare, teachers, counselors, interpreters, translators, etc. Office of Public Relations Title I 	<ul style="list-style-type: none"> Adult Basic Education Director Parent Resource Center Coordinator Coordinator of School and Community Relations Higher Education Partnership Coordinator Asst Supt Federal Programs & Grants 	Measure – Offerings and enrollment <ul style="list-style-type: none"> Development of Parent Power Institute Parent Power Institute offerings available Number of participants enrolled in institute Articulate parent opportunities at Title I Council Meetings 		New	Institute Offerings Participants	Spring session started; Summer session started; Winter session in development	Developing grants and partnerships to assist students in college
4.2.D. Develop and implement a Parents To College program on college campuses. 	Fall 2007-06/09	<ul style="list-style-type: none"> Local colleges, universities Admission staff Counseling staff Budget for fees, books, transportation, childcare, teachers, counselors, interpreters, etc. Office of Public Relations Title I 	<ul style="list-style-type: none"> Adult Basic Education Director Parent Resource Center Coordinator Coordinator of School and Community Relations Higher Education Partnership Coordinator Title I 	Measure – Offerings and enrollment <ul style="list-style-type: none"> Develop Parents to College program Parent to College offerings available Number of participants enrolled in college 		New	Institute Offerings Participants		Developing grants and partnerships to assist students in college

			Coordinator						
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Objective 4.3

The District will increase outreach activities to improve school & community relations and communication by 2009.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	POSITION(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
4.3.A. Develop and implement parent/student programs: i.e. Take your parent/grandparent to school	10/06-06/09	<ul style="list-style-type: none"> Advertising Pupil Services 	<ul style="list-style-type: none"> Principals Coordinator of School and Community Relations 	Measure - Number of events 2006-2007: 1 2007-2008: 2 2008-2009: 3	7.5	2005-2006: 1	06-08: 1 07-08: 2	06-07: 1	
4.3.B. Provide professional development for parents about new curriculum and District programs	09/06-06/09	<ul style="list-style-type: none"> Language and Sign Interpreters Presentation Equipment Consultant Professional Development Coordinator Curriculum Coordinators LETS Pupil Services 	<ul style="list-style-type: none"> Superintendent Information Technology Department Coordinator of School and Community Relations Parent Resource Center Coordinator 	Measure - Number of opportunities At least twice a year in 2006-07 and quarterly in 2007-08 the District will provide professional development opportunity for parents to learn about District new initiatives.	7.5	New	2		
4.3.C. Provide professional development to parents in grant proposal writing.	01/07-06/09	<ul style="list-style-type: none"> Professional Development Allocated time 	<ul style="list-style-type: none"> Grant Coordinator Parent Resource Center Coordinator 	Measure - Number of parents trained Increase the number of parents trained by 10 yearly.		2005-2006: 3	13		
4.3.D. Every SLC will host at least one theme related event each school year	09/06-06/09	<ul style="list-style-type: none"> PREP-KC SLC Funds (\$4,200 per SLC) Communications support 	<ul style="list-style-type: none"> SIFs SLC Coordinators Principals Executive Directors 	Measure – Number of events; number of participants <ul style="list-style-type: none"> 100% of SLCs will host at least one theme related event each school year as shown by a school and District calendar of events. 2006-2007: Baseline for number of participants. 		New	100%	Participants	
4.3.E. Increase attendance of parents and guardians at events that support student learning	09/06-06/09	<ul style="list-style-type: none"> SAC DAC Office of Public Relations Office Media Advertising 	<ul style="list-style-type: none"> Parent Resource Center Coordinator Coordinator of School and Community Relations Principals 	Measure – Percentage of parents and guardians 2007-2008: 30% of parents will attend 1 or more events each year. 2008-2009: 40% of parents will attend 1 or more events each year.		Baseline	30%		
4.3.F. Develop and distribute directory of all community support services for students and families, including a Parent Resource Hotline and Homework Hotline Information.	Fall 2007 (annual reprint)	<ul style="list-style-type: none"> Print Materials Copies Translators Budget 	<ul style="list-style-type: none"> Parent Resource Center Coordinator Chief Communications Officer Family Information Team 	Measure – Increased distribution Increase current distribution from 20,000 to 30,000 copies.	7.5	20,000	30,000		Printed and distributed

4.3.G. District will evaluate the effectiveness of the community support services	September, December, May, annually	<ul style="list-style-type: none"> • Print materials • Staff person 	<ul style="list-style-type: none"> • Research Executive Director • Chief Communications Officer • Staff person 	Measure -Pre and post assessment; number of students served, attendance of students, quality of the service-interaction 100% of support services will be evaluated using a pre and post assessment.	8.1	New	100%		
4.3.H. Increase parent participation in school and department grant committees.	10/06-06/09	<ul style="list-style-type: none"> • Advertising • Print materials 	<ul style="list-style-type: none"> • Principals • Parent Resource Center Coordinator • Grant Coordinator 	Measure - Percentage of grant committees with parents Benchmark 2006-2007: 3% 2007-2008: 5% 2008-2009: 10%		0	3%		
4.3.I District will build relationships with museums and other educational organizations in the are to provide educational family nights.	1/06-6/09	<ul style="list-style-type: none"> • Advertising materials • Area museums • Community organizations 	<ul style="list-style-type: none"> • Parent Resource Center Coordinator • Chief Communications Officer 	Measure – Number of cultural venues offered to district families 2006/07: One Family Night offered to district families each quarter. 2007-09: One monthly Family Night offered to district families		New	06/07 One Family Night a quarter 07-09 One Family Night monthly	Family Night at baseball game 9/28/07	Researching additional events

Objective 4.4

100% of District schools will maintain active parent organizations.

ACTION STEPS	TIME LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP	BASE-LINE	TARGET	ACTUAL	STATUS
4.4.A. Collaborate with parents to identify and address challenges that inhibit full parental involvement.	08/06 – 06/09	<ul style="list-style-type: none"> Meeting space DAC Executive Committee SAC Media Releases Printing cost Interpreter SAC minutes Family Involvement Team Translator 	<ul style="list-style-type: none"> Parent Resource Center Coordinator Coordinator of Schools and Community Relations Title I Parent Involvement Coordinator 	Measure -List of parent challenges <ul style="list-style-type: none"> 100% of schools will submit monthly SAC minutes documenting identification and discussion of challenges. A list of challenges is developed by 100% of SACs as an attachment monthly by SACs and DAC and submitted to Parent Resource Coordinator 		New	100%		Developing cover sheet to list challenges
4.4.B. Provide parents with SAC training to align agendas with DAC, develop meeting components, recruitment, and fundraising, etc.	10/06-06/09	<ul style="list-style-type: none"> Training materials Advertising DAC Internal Audit Title I Consultants 	<ul style="list-style-type: none"> Parent Resource Center Coordinator Principals 	Measure - Percentage of schools with active School Advisory Committees (SACs) 100% of schools will have an active SAC.	8.8	Unknown 2006-2007	100% 40%	Training held 9/17/07	
4.4.C. Recruit representatives for the District Advisory Committee (DAC) through Each One/Bring One (EO/BO)	05/07-06/09	<ul style="list-style-type: none"> Printed Materials SACs 	<ul style="list-style-type: none"> Principals Parents Parent Resource Center Coordinator Chief Communications Officer 	Measure - DAC Positions 100% of DAC offices and committees will have filled positions.	8.8	Unknown	100%	100%	Elections held May 2007. Offices filled by election and appointments.
4.4.D. SAC and DAC agendas will include regular items from the Superintendent.	1/07	<ul style="list-style-type: none"> Parent Resource Coordinator SAC and DAC calendars 	<ul style="list-style-type: none"> Superintendent 	Measure – SAC and DAC Agendas 100% of SAC and DAC agendas will include items from the Superintendent’s Office.				100%	Superintendent's office will provide updates on department programs and district initiatives for DAC agenda.

Objective 4.5

The District will establish communication and collaboration with the community as a whole.

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
4.5.A. Develop and implement a communication model that will establish the flow between departments and parent/community groups.	07/06-06/09		<ul style="list-style-type: none"> Chief Communications Officer School and Community Relations Parent Resource Center 	Measure - Parent participation rates 2006-2007: Baseline 2007-2008: Increased parent participation		2006-2007	Participati on		
4.5.B. Develop and give an annual poll or survey to the community on their perceptions of the District	01/07-annually		<ul style="list-style-type: none"> Research Executive Director Chief Communications Officer 	Measure - Percentage of respondents on annual survey of community groups and stakeholders indicating that they believe the district is pursuing collaborative relations 2006-2007: Baseline 2007-2008: Decreased concerns and increased positive perceptions Measure - Percentage of citizens perceiving schools positively in annual poll or survey 2006-2007: Baseline 2007-2008: Decreased concerns and increased positive perceptions Measure - Percentage of students, teachers, and parents expressing positive school experience on annual survey 2006-2007: Baseline 2007-2008: Decreased concerns and increased positive perceptions		2006-2007 2006-2007 2006-2007	Decreased % concern Increased % positive Decreased % concern Increased % positive Decreased % concern Increased % positive		
4.5.C. Develop a plan based on the results of the poll to address the concerns or perceptions of the community.	05/07, then Yearly	<ul style="list-style-type: none"> Poll Results 	<ul style="list-style-type: none"> Chief Communications Officer Parent Resource Center Coordinator Director of Research 	Measure - Perception changes in follow up surveys 2006-2007: Baseline 2007-2008: Decreased concerns and increased positive perceptions		2006-2007	Decreased % concern Increased % positive		
4.5.D Hold quarterly State of the District public informational forums in each Board Member subdistrict areas..	Starting 01/07	<ul style="list-style-type: none"> Public Site Media Surveys 	<ul style="list-style-type: none"> Superintendent Deputy Superintendent Assoc. Supt. School Leadership Chief Comm. Officer 	Measure -Public Forum Forums are held in each sub-district by June 07.		New	6 Forums by June 07		4 forums held 12/06

Objective 4.6

Increase and improve the partnerships with institutions of higher education and community organizations

ACTION STEPS	TIME-LINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEASURE OF SUCCESS	MSIP REF	BASE-LINE	TARGET	ACTUAL	STATUS
4.6.A. Establish new relationships with departments including institutions of higher education to provide assistance in instruction and support services.	08/06-06/09	Allocated time HEP	<ul style="list-style-type: none"> • HEP Coordinator • Coordinator of Schools and Community Relations • Grant Coordinator 	Measure - 50 new partnerships will be established Benchmarks <ul style="list-style-type: none"> • 2006-2007: 30 • 2007-2008: 40 • 2008-2009: 50 		New	30		
4.6.B Collaborate with MCC and PREP-KC to develop the Urban Career Advantage Program for high school students	09/06-06/09	MCC Career Consortium staff and materials Achievement First resources Allocated time Community businesses and agencies	<ul style="list-style-type: none"> • Deputy Superintendent • HEP Coordinator • Curriculum Coordinators 	Measure - 50 new partnerships will be established Benchmarks <ul style="list-style-type: none"> • 2006-2007: 30 • 2007-2008: 40 • 2008-2009: 50 Measure – Job shadowing experiences, internships and project based learning activities 100% of partners will collaborate to develop job shadowing experiences, internships and project based learning activities		New New	30 100%		
4.6.C Collaborate with HEP members, Parent Resource Center Coordinator and ABE Director to develop a Parents in College Program (PIC)	09/06-06/09	MCC administrators College Prep Research Allocated Time Higher Education Partnership	<ul style="list-style-type: none"> • HEP Coordinator • Parent Resource Center Coordinator • ABE Coordinator • Lead Counselor 	Measure – Surveys 10% of the school population will respond to a survey disseminated to parents. Measure – Offerings and enrollment <ul style="list-style-type: none"> • Develop Parents to College program • Parent to College offerings available Number of participants enrolled in college		New Development	10% Develop Offerings Participants		
4.6.D Collaborate with HEP institutions to secure student teachers for classroom vacancies in the District	11/06-06/09	Deans or designees within Schools of Education	<ul style="list-style-type: none"> • HEP Coordinator • HR Director • Professional Development Coordinator 	Measure – Increase student teachers from the Higher Education Partnership 2006-2007: Baseline 2007-2008: 10% increase in student teachers from the HEP partnership placed in the District. 2008-2009: 10% increase in student teachers from the HEP partnership placed in the District.		Baseline	10%		
4.6.E Collaborate with District and higher education administrators to plan and implement a leadership academy for the preparation of administrators.	11/06-06/09	School leadership research Allocated time Higher Education consultation Higher Education Partnership Administration	<ul style="list-style-type: none"> • Superintendent • HEP Coordinator 	Measure – Leadership Academy Leadership Academy created by January 2007.		New	Creation		
4.6.F Collaborate with HEP member consortia and advisory councils to provide professional development for District teachers	09/06-06/09	HEP institutional staff Allocated Time Research on effective staff development practices	<ul style="list-style-type: none"> • HEP Coordinator • Professional Development Coordinator 	Measure – Opportunities for Professional Development 100% of District teachers are provided the opportunity to participate in professional development provided through the HEP colleges and universities.		New	100%		

		Higher Education Partnership							
4.6.G Increase dual credit/articulation agreements with higher education institutions	8/06-6/07	Professional Development DESE HEP member institutions	<ul style="list-style-type: none"> • HEP Coordinator • Curriculum Coordinator • CTE Director 	Measure – Articulation Agreements 100% of core areas (Mathematics, Science, Communication Arts, and Social Studies) will have at least one dual credit articulation agreement.		New	100%		
4.6.H Collaborate with HEP, Research and Evaluation, and ACT representatives to develop an ACT preparation course for high school juniors and seniors	9/06-6/07	ACT Prep materials Research materials	<ul style="list-style-type: none"> • HEP Coordinator • Lead Counselor • High School Counselors • ACT Prep Committee 	Measure – ACT preparation course <ul style="list-style-type: none"> • 100% of high schools will offer an ACT Preparation course. • At least 50% of junior and seniors will take the ACT Preparation course. 		New	100% 50%		
4.6.I Collaborate with MCC administration to develop a high school on college campus program.	9/06-6/08	CUNY model Other models focusing on students receiving college credit	<ul style="list-style-type: none"> • HEP Coordinator • MCC Administration • PREP-KC • Lead Counselor 	Measure – High school on College Campus <ul style="list-style-type: none"> • June 2007 - Development of high school on college campus program • August 2007 - High school opens 		New	Develop		

Addendum

- Kansas City, Missouri School District's annual 'School Accountability Report Card 2005-06' from Missouri's Department of Elementary and Secondary Education (DESE)

2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

State law (Section 160.522) requires the Department of Elementary and Secondary Education to publish an annual "report card" about each school district, each school building and each charter school. The reports provided below include all of the data required by state law, plus information required by federal law (No Child Left Behind). All of the information provided is compiled from data reported to the Department by local school districts. The latest statistics are from the 2005-06 school year.

**2005-06 SCHOOL ACCOUNTABILITY REPORT CARD
KANSAS CITY 33 School District (048078)**

(1) Accreditation Status

KANSAS CITY 33 School District is Provisionally Accredited					
Definition More Data					

(2) Preschool Enrollment

	2002	2003	2004	2005	2006
Missouri	4,400	10,697	11,604	14,619	17,849
KANSAS CITY 33	2,709	2,499	2,322	2,428	2,533
Definition More Data					

(3) K-12 Enrollment

Missouri	2002	2003	2004	2005	2006
Total	891,188	894,470	896,186	894,855	900,021
Asian	1.2%	1.3%	1.4%	1.5%	1.6%
Black	17.5%	17.7%	17.9%	17.9%	18.1%
Hispanic	2.0%	2.3%	2.5%	2.8%	3.1%
Indian	0.3%	0.3%	0.4%	0.4%	0.4%
White	79.0%	78.4%	77.8%	77.4%	76.8%
KANSAS CITY 33	2002	2003	2004	2005	2006
Total	33,843	33,651	33,641	32,687	32,224
Asian	2.1%	2.2%	2.0%	1.8%	1.8%
Black	69.8%	68.8%	68.1%	67.0%	65.4%
Hispanic	11.8%	13.3%	15.0%	16.6%	18.3%

Indian	0.3%	0.3%	0.2%	0.3%	0.2%
White	15.9%	15.5%	14.7%	14.3%	14.2%
Definition More Data					

(4) Attendance

	2002	2003	2004	2005	2006
Missouri	95.1	94.5	94.2	94.0	94.0
KANSAS CITY 33	90.8	93.1	92.3	89.9	91.7
Definition More Data					

(5) Students Eligible for Free or Reduced-Price Lunch

Missouri	2002	2003	2004	2005	2006
Percent	37.9%	39.2%	40.5%	41.8%	41.8%
Number	329,716	342,587	354,534	364,441	367,410
KANSAS CITY 33	2002	2003	2004	2005	2006
Percent	77.8%	79.0%	79.8%	80.7%	79.7%
Number	25,902	26,092	26,330	25,813	24,967
Definition More Data					

(6) Graduation Rate

	2002	2003	2004	2005	2006
Missouri	82.4	84.4	85.5	85.9	81.7
KANSAS CITY 33	66.8	65.2	68.8	74.3	75.8
Definition More Data					

(7) Dropout Rate

Missouri	2002	2003	2004	2005	2006
Total	3.6	3.3	3.4	3.7	4.0
Asian	1.6	1.4	1.1	1.5	1.7

Black	5.7	5.3	5.2	6.3	7.3
Hispanic	5.9	5.2	5.3	5.0	6.0
Indian	4.8	4.0	3.5	5.0	6.5
White	3.2	2.9	3.0	3.1	3.3
KANSAS CITY 33	2002	2003	2004	2005	2006
Total	8.3	4.9	7.3	4.9	12.0
Asian	1.5	0.0	1.2	0.7	6.1
Black	7.8	5.0	6.3	4.6	11.9
Hispanic	7.6	4.1	8.8	5.1	10.7
Indian	12.5	17.4	23.5	0.0	29.6
White	13.1	5.5	13.1	7.6	14.5
Definition More Data					

(8) Where Our Graduates Go

Missouri	2002	2003	2004	2005	2006
Entering a 4yr. College/University	39.5	39.6	38.6	38.1	39.2
Entering a 2yr. College	24.6	25.5	26.8	26.3	25.7
Entering a Postsecondary (Technical) Institution	3.9	4.0	4.1	4.4	4.2
KANSAS CITY 33	2002	2003	2004	2005	2006
Entering a 4yr. College/University	18.2	20.5	17.0	19.9	20.5
Entering a 2yr. College	14.0	11.8	10.1	11.8	12.5
Entering a Postsecondary (Technical) Institution	2.40	3.40	4.20	4.60	4.80
Definition More Data					

(9) Placement Rates for Career-Technical Education Students

	2002	2003	2004	2005	2006
Missouri	81.7	81.8	81.4	80.8	80.8
KANSAS CITY 33	69.1	76.4	75.1	52.5	57.5
Definition More Data					

(10) Staffing Ratios

Missouri	2002	2003	2004	2005	2006
Students to classroom teachers	18	18	19	19	18
Students to administrators	206	204	206	204	203
KANSAS CITY 33	2002	2003	2004	2005	2006
Students to classroom teachers	17	17	17	17	17
Students to administrators	164	152	165	153	160
Definition More Data					

(11) Certification Status of Teachers

Missouri	2002	2003	2004	2005	2006
Teachers with Regular Certificates	97.5%	97.1%	96.9%	97.1%	96.5%
Temporary or Special Assignment Certificates	.9%	1.4%	1.6%	1.7%	1.8%
Substitute, Expired or No Certificate	1.6%	1.4%	1.5%	1.0%	1.1%
Classes Taught by Highly Qualified Teachers	95.9%	95.6%	95.6%	96.4%	95.3%
KANSAS CITY 33	2002	2003	2004	2005	2006
Teachers with Regular Certificates	91.0%	90.0%	88.5%	88.9%	91.2%
Temporary or Special Assignment Certificates	4.4%	4.8%	5.4%	5.4%	4.4%
Substitute, Expired or No Certificate	4.7%	5.1%	6.1%	5.5%	3.8%
Classes Taught by Highly Qualified Teachers	92.8%	89.5%	87.1%	89.5%	92.2%
Definition More Data Source: MO DESE Educator Certification System					

(12) Years of Experience of Professional Staff

	2002	2003	2004	2005	2006
Missouri	12.7	12.6	12.9	12.8	12.6
KANSAS CITY 33	14.5	14.2	14.0	14.2	14.4
Definition More Data					

(13) Professional Staff with Advanced Degrees

	2002	2003	2004	2005	2006
Missouri	44.2	45.7	47.5	49.6	50.0
KANSAS CITY 33	36.0	35.7	36.0	36.1	36.6
Definition More Data					

(14) Average Teacher Salaries

Missouri	2002	2003	2004	2005	2006
Average Regular Term Salary	\$36,488	\$37,636	\$38,214	\$39,078	\$40,397
Average Total Salary	\$38,103	\$39,280	\$39,786	\$40,685	\$42,077
KANSAS CITY 33	2002	2003	2004	2005	2006
Average Regular Term Salary	\$38,595	\$41,724	\$41,041	\$42,206	\$42,357
Average Total Salary	\$39,284	\$42,420	\$41,356	\$42,514	\$42,591
Definition More Data					

(15) Average Administrator Salaries

	2002	2003	2004	2005	2006
Missouri	\$67,335	\$69,724	\$71,279	\$72,824	\$75,236
KANSAS CITY 33	\$63,913	\$66,514	\$71,138	\$74,425	\$75,221
Definition More Data					

(16) Average Current Expenditures per ADA

	2002	2003	2004	2005	2006
Missouri	\$7,146	\$7,434	\$7,456	\$7,770	
KANSAS CITY 33	\$10,256.09	\$10,654.93	\$10,701.84	\$11,460.66	
Definition More Data					

(17) Adjusted Tax Rate of the District

Missouri	2002	2003	2004	2005	2006
Incidental	\$2.87	\$2.95	\$3.01	\$3.11	\$3.16
Teachers	\$0.31	\$0.28	\$0.27	\$0.27	\$0.26
Debt Service	\$0.39	\$0.39	\$0.39	\$0.39	\$0.40
Capital Projects	\$0.05	\$0.04	\$0.03	\$0.03	\$0.02
KANSAS CITY 33	2002	2003	2004	2005	2006
Incidental	\$4.9500	\$4.9500	\$4.9500	\$4.9500	\$4.9500
Teachers	\$0.0000	\$0.0000	\$0.0000	\$0.0000	\$0.0000
Debt Service	\$0.0000	\$0.0000	\$0.0000	\$0.0000	\$0.0000
Capital Projects	\$0.0000	\$0.0000	\$0.0000	\$0.0000	\$0.0000

[Definition](#) | [More Data](#) |

(18) Assessed Valuation of the District

	2002	2003	2004	2005	2006
Missouri	\$64,183,400,090	\$65,802,041,062	\$69,466,149,877	\$70,504,593,899	
KANSAS CITY 33	\$2,631,687,746	\$2,529,420,308	\$2,666,269,179	\$2,650,102,209	\$0

[Definition](#) | [More Data](#) |

(19) Sources of Revenue

Missouri	2002	2003	2004	2005	2006
Local	56.8	56.4	57.4	57.2	
State	35.4	35.4	33.9	33.8	
Federal	7.8	8.2	8.8	9.0	
KANSAS CITY 33	2002	2003	2004	2005	2006
Local	49.7	49.7	51.3	47.5	
State	38.3	37.9	36.1	37.4	
Federal	12.0	12.4	12.6	15.1	

[Definition](#) | [More Data](#) |

(20)Missouri Assessment Program (MAP) Results

Note: This is a summary of the MAP data. Click on "More Data" below for more detailed and disaggregated data.

MISSOURI 2006								
Content Area	Grade Level	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Communication Arts	03	65,441	64,777	1.0	8.8	47.9	26.2	17.1
Communication Arts	04	65,935	65,485	0.7	10.6	44.8	29.4	15.3
Communication Arts	05	66,788	66,333	0.7	9.0	45.1	30.1	15.8
Communication Arts	06	67,810	67,210	0.9	11.8	45.2	32.2	10.8
Communication Arts	07	71,666	70,500	1.6	13.7	42.4	31.3	12.6
Communication Arts	08	73,636	72,767	1.2	9.0	48.5	27.2	15.3
Communication Arts	11	61,696	60,279	2.3	10.2	47.1	31.7	11.0
Mathematics	03	65,417	65,211	0.3	7.2	48.8	33.7	10.3
Mathematics	04	65,930	65,757	0.3	8.3	47.7	34.8	9.3
Mathematics	05	66,795	65,594	0.3	8.1	48.0	33.2	10.8
Mathematics	06	67,810	67,459	0.5	11.1	44.3	34.9	9.7
Mathematics	07	71,651	71,098	0.8	17.5	38.8	33.2	10.5
Mathematics	08	73,637	73,001	0.9	21.2	38.2	28.2	12.5
Mathematics	10	69,278	68,431	1.2	24.4	33.2	32.1	10.3
KANSAS CITY 33 2006								
Content Area	Grade Level	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Communication Arts	03	2006	1962	2.2	21.3	54.5	15.9	8.4
Communication Arts	04	1911	1885	1.4	25	52.6	17	5.4
Communication Arts	05	2017	1989	1.4	21.8	54.5	18.4	5.3
Communication Arts	06	1752	1718	1.9	35.8	50.1	12.2	1.9
Communication Arts	07	1875	1797	4.2	35.2	46.9	15	2.9
Communication Arts	08	1880	1841	2.1	23.5	59.2	13	4.3
Communication Arts	11	1124	1067	5.1	32.1	51	14	3
Mathematics	03	2008	2004	0.2	18.1	58.2	18	5.7

Mathematics	04	1915	1907	0.4	19.1	56.8	19.5	4.6
Mathematics	05	2017	2014	0.1	18.3	59.8	17.3	4.6
Mathematics	06	1749	1730	1.1	34.6	52.6	11.7	1.1
Mathematics	07	1867	1837	1.6	45.7	39.2	13.3	1.7
Mathematics	08	1874	1852	1.2	49.6	36.1	11.7	2.7
Mathematics	10	1598	1557	2.6	64	23.6	11	1.4
Definition More Data Disaggregate Data Source: Missouri Assessment Program (MAP)								

(21) ACT Results

	2002	2003	2004	2005	2006
Missouri					
Number of Graduates Taking the ACT	33,216	34,282	34,346	34,638	34,916
Percent of Graduates Taking the ACT	68%	69%	70%	70%	70%
Composite ACT Score	21.5	21.4	21.5	21.6	21.6
KANSAS CITY 33					
Number of Graduates Taking the ACT	497	481	464	536	535
Percent of Graduates Taking the ACT	40.9%	40.8%	38.2%	43.9%	41.1%
Composite ACT Score	17.6	17.6	17.5	16.9	17.1
Definition More Data Source: ACT					

(22) Disciplinary Actions

Missouri	2006
Suspensions of 10 or More Consecutive Days (number rate)	16,934 1.9
Expulsions (number rate)	88 0.0
KANSAS CITY 33	2006
Suspensions of 10 or More Consecutive Days (number rate)	1,876 5.80
Expulsions (number rate)	14 0.00
Definition More Data	

Posted to the Web December 6, 2006

Addendum II

- **Alignment of Recommendations from the Council of Great City Schools and District Strategic Plan**

Addendum
Alignment of Recommendations from the Council of Great City Schools
and District Strategic Plan

Recommendations from the Council of Great City Schools	District Strategic Plan	Department Plan
GENERAL		
Instill greater urgency in the district’s reforms and the need to improve student achievement. Consider convening a citywide summit.	1.1	
Have the school board participate in some leadership development retreats or seminars to build capacity and teamwork.		Board
Continue revising and sharpening the board’s strategic plan so that it includes measurable goals and objectives.		Board
Hire a new superintendent who can not only address the instructional and operating issues presented in this report but also can pull the staff together in a good working team.		Board
Put the new superintendent and all core senior central office staff members on performance contracts tied to district-wide achievement goals.		Board
Require senior managers of all operational divisions to focus, connect, align, and direct all activities, tasks, and functions to support the district’s long-term direction.	1.1	
Consider moving more school board agenda items onto the consent calendar to improve the efficiency and effectiveness of board meetings and allow more time to focus on achievement issues.		Board
Require senior managers of all operational divisions to focus, connect, align, and direct all activities, tasks, and functions to support the district’s long-term direction.	1.1	
Fill key management positions with experienced personnel who have demonstrated success in large, complex organizations and are able and willing to address issues and concerns raised in this report; then, hold them accountable for results.		Superintendent
Establish clear lines of authority, responsibility, and accountability for the various aspects of the district’s operations.		Superintendent
Convene a task force of citizens and staff to examine the savings associated with closing small schools and developing new school attendance boundaries.	3.1	
Establish an audit committee of outside citizens to review the annual audit plan and priorities, review individual audit findings, and monitor the administration’s corrective actions.		Audit Dept.
Appoint an outside professional to fulfill the functions of district treasurer and appoint an investment advisory committee.		Accounting and Investment Dept.

Reorganize the district’s administrative structure to reflect its mission and goals more appropriately and to improve the district’s internal management controls over instruction, personnel, information, finance, and business services.		Superintendent
In the short term, reorganize the district’s administrative structure and appoint a dynamic and experienced individual as chief operating officer to oversee the day-to-day responsibilities of personnel, information, finance, and business services; address the immediate issues and concerns raised in this report; and prepare the district to transition seamlessly to leadership under a new superintendent.		Superintendent
In the long term, flatten the administrative structure to ensure that the new superintendent has direct oversight and control over the reforms of all administrative units.	3.1	
Charge the communications director with developing an aggressive community outreach and communications plan for the district and upgrading the district’s materials and Web site.	1.18, 4.5, 3.8, 3.9,	
Curriculum and Instruction		
Signal a new sense of urgency for improving student achievement in the Kansas City (MO) school district.	1.1,1.1,1.1	
Schedule a series of school board and staff site visits to improving urban school districts to see how they are reforming their instructional systems and improving student achievement, and convene a set of school board-senior staff retreats on best practices in urban school reform.		Board
Establish concrete, measurable goals and objectives for improving student achievement district-wide and school by school, and make sure that the goals include objectives to narrow various achievement gaps.	Goal 1	
Develop stretch goals for the improvement of student achievement that go beyond state and federal requirements.	Goal 1	
Evaluate principals explicitly on their ability to attain their school’s achievement goals in exchange for more authority over hiring and budgeting.		School Plans
Further refine the new curriculum and the pacing guides to give them more detail so teachers are clearer about the amount of time and depth that they ought to be devoting to each instructional objective.	1.3, 1.4, 1.5,1.6,1.9	
Consolidate the curriculum, sample Missouri Assessment Program (MAP) items, and Grade Level Expectations (GLEs) into a single document so that teachers do not have to consult so many disparate documents, and develop sample lesson plans in areas of weakest student achievement.	1.12,1.3,1.5	
Replace the current reading program with a more research-based reading program, and conduct a gap analysis on the new program to know where it differs from state standards. Supplement with targeted materials.	1.2,1.3,1.17	
Identify and adopt a series of Tier II and Tier III reading interventions to catch students as	1.2	

they are starting to fall behind.		
Retain the current Scott Foresman/ <i>Investigations</i> and Glencoe math programs. Revamp the district’s professional development plan by defining a new system-wide program around implementation of the reading and math programs, differentiate it by teacher experience level, and evaluate it for its effects on student achievement.	Goal 1	
Establish a district-wide leadership and principals training academy and expand the new-teacher professional development system.	1.16	
Overhaul the district’s school improvement plans so that they clearly articulate steps each school is taking towards improvement.	1.1	
Revise the “learning walks” to include monitoring of reading and math program implementation but do not use them for personnel evaluation purposes. Evaluate the coaching program for its effects on student achievement.	1.2,1.2	
Replace the Direct Assessment Program (DAP) quarterly assessment system with a new interim testing system that is better aligned with the state’s MAP test, and move its administration from the information technology unit to the research and assessment department. Eliminate the practice of having teachers predict MAP scores three times a year.	1.4,1.6,1.6,1.7,1.9	
Develop a district to monitor district progress on attaining its goals. Transfer federal evaluation set-aside funds to the research unit so that it can secure additional staff members to handle the new data and evaluation demands. Assign an executive director to oversee the district’s Focus Schools, the district’s lowest performing, and charge the new director with developing an explicit plan for raising achievement in those schools. Target federal Title I monies on schools most in need of academic improvement, rather than spreading these funds so thinly across the district. And develop a system for predicting when schools are likely to fall into “improvement” status in order to prevent their failure		Superintendent Research Dept. Budget Dept. Federal Programs and Grant Dept. Assessment Dept.
Implement a positive behavior program system-wide to prevent long-term student discipline problems.	2.1	
Align pre-K programs with the district’s early elementary grade programs, and reduce the pupil/teacher ratios in these early childhood programs to acceptable national standards.	1.17	
Broaden the criteria for access to gifted and talented programs in order to enlist students who have particular promise but who may not yet have strong test-taking or vocabulary skills.	1.11	
Retain the Achievement First initiative, but revamp it so that it places greater emphasis on improving student achievement and building a stronger pipeline into advanced courses.	4.1, 4.6, 1.2	
Human Resources		
Appoint a dynamic, experienced person who is willing and able to address the human resources (HR) issues and concerns raised in this report and is able to move the department		Superintendent

to a more efficient, effective, and strategically positioned operation.		
Develop a business plan for the HR department that reflects the district’s strategic plan, with measurable and achievable goals, timelines, performance measures, and a mechanism for monitoring and reporting progress.	1.1, 1.1, 3.1	
Establish a formalized mandatory training program for new HR employees and provide for continued professional development and cross-training of existing employees.	3.2	
Organize the HR department to support specific schools by assigning individual staff members as one-stop-shopping contacts for staffing and other issues.		Human Resources
Establish “help desk” functions to assist employees and job applicants through the HR processes and to respond to questions and inquiries		Human Resources
Develop policies and procedures to ensure the placement of highly qualified and fully credentialed teachers in every district classroom.	3.3, 3.4, 3.5	
Designate a single individual in the budget office or the HR department as the position control “owner” and hold that person responsible for coordinating the process.		Human Resources
Establish and maintain clear and easily understood procedural manuals to define HR responsibilities and workflows, and to document approved processes.	3.2	Human Resources
Formalize more aggressive strategies to contain the rising cost of employee benefits.	3.2	
Develop a disaster recovery plan that uses an imaging system to document personnel records and other key documents and stores them off-site.		Human Resources
Budget and Accounting (Finance Operations)		
Reassign the “interim” chief business officer as the chief finance officer and hold that individual accountable for all fiscal aspects of the district, including budgeting and functions.		Superintendent Finance
Develop business plans in the budget and fiscal planning, and accounting and investment departments that reflect the district’s strategic plan.	3.9	
Offer a formal mandatory entry-level training program for new employees and a continued professional development program for all existing district staff members who use the business and financial systems.	3.2	
Move the procurement-card (p-card) program from accounts payable to purchasing to improve internal controls and to ensure that the policies and procedures governing the card’s use are in concert with the district’s overall procurement strategies.		Finance
Immediately reverse the district’s pattern of spending more than it receives in income, and thus spending down its operating fund balance.		Superintendent Finance
Implement a multiyear forecasting mechanism to help guide financial decisions, including program additions or reductions, and collective bargaining negotiations.		Budget
Develop a structured process for developing student enrollment projections.	3.3	
Establish a staffing process that incorporates enrollment projections and approved allocation	3.3	

formulas to ensure that schools have adequate staffing and that the district is protected from the financial consequences of overstaffing.		
Assign a portion of the enrollment-driven, non-salary budgets to schools at the opening of the school year and adjust the final allocations after the actual enrollments have been determined.		Budget
Hold principals accountable for overspending of their budget allocations for overtime and substitutes.		School Leadership
Periodically use a modified zero-based budget-building process or similar process that requires a review of all activities and resource allocations to ensure that they are aligned with the district's goals and priorities.		Budget
Assign the district's finance officer, rather than the internal auditor, as the administrative designee to respond to management letters and to ensure that recommendations are implemented in a timely manner.		Finance
Process all grants through the grants office to ensure that they are in line with the district's instructional goals, and require that the budget office review all grant applications for fiscal impact and that these applications are presented to the board for approval prior to their submission to the funding agencies.		Federal Programs and Grant Dept
Establish and maintain clear and easily understood procedural manuals and workflows to document approved processes and define responsibilities in the budget and fiscal planning, and accounting and investment departments.	3.2	Budget Accounting and Investment
Information Technology		
Appoint an experienced person to lead the information technology services (ITS) department who is able and willing to address the IT issues and concerns raised in this report, and is able to transition the unit into a highly effective, efficient, and strategically positioned operation.		Superintendent
Align the technology plan with the district's strategic plan, with measurable and achievable goals, timelines, performance measures, and a monitoring and reporting mechanism to measure progress.	1.1	
Create an operational framework with standard procedures, processes, and methodologies for approaching and executing responsibilities.	3.2	ITS
Strategically reposition the ITS department within the administrative structure and appropriately re-title its leadership to ensure senior management support for integrating technology into the district's instructional and business activities. Reorganize the ITS department along functional lines.		ITS
Establish and enforce district-wide hardware and software standards.		ITS
Revise the technology purchasing practices to leverage opportunities to reduce costs and improve the quality of products and services to its customers.		ITS Purchasing

Address the internal list of security weaknesses and specific system reliability issues.		ITS
Facilities		
Develop a business plan for the facilities department that reflects the district’s strategic plan, with measurable and achievable goals, timelines, performance measures, and a mechanism for monitoring and reporting progress in achieving the goals.	3.1	
Embark on a comprehensive school utilization study, with the goal of reducing the number of small and underutilized schools.	3.1	
Establish stable and experienced leadership in the facilities department to address the facilities, maintenance, and operational issues and concerns raised in this report, and to transition the department into a more effective, efficient, and strategically positioned operation.		Superintendent
Reevaluate the district’s relationship with the management company contracted to oversee facilities operations.		Facilities
Formalize intra- and inter-departmental communications channels to improve the understanding of operational issues and the coordination and planning of various facilities projects with other departments.		Facilities
Establish a formal training program on facilities processes and procedures for district staff members, including a training program for entry-level departmental employees and a professional development and cross-training program for existing employees.	3.2	
Reorganize the facilities department along functional lines. Establish and maintain clear and easily understood procedural manuals and workflows that document approved processes, define responsibilities, and establish and clarify the authority for use of department budgets.	3.2	Facilities
Work with the information technology services and finance departments to implement an effective work order system to manage projects, schedule tasks, track costs, and monitor performance.	2.2	Facilities
Delegate authority for the approval of project change orders up to predetermined amounts to ensure the flow of work, while maintaining reasonable controls.		Facilities
Invest in building automation systems for troubleshooting problems, controlling energy usage, and guiding preventive maintenance. Provide or encourage uniforms for custodial and maintenance personnel and establish guidelines for mandatory personal protective equipment.		Facilities
Establish a comprehensive program for the handling, disposal, and reporting of hazardous materials.	2.2	
Develop a personnel management program to define the training and promotion requirements of personnel in the maintenance and operations area.	3.2	

Establish procedures for providing architectural and engineering design services on an as-needed and expedited basis.		Facilities
Transportation		
Designate a senior district employee to oversee, monitor, and manage the district's transportation contracts.		Superintendent
Initiate a process to competitively bid the contract for Department of Transportation (DOT) management services prior to the expiration of the current contract in May 2008.		Transportation Purchasing
Conduct a comprehensive school utilization study with the goals of reducing the number of small and underutilized schools and maximizing the number of students who can walk to school in order to control transportation costs.	3.1	
Use a computerized system to create routes and student rosters so that bus drivers know who is authorized to board school buses.		Transportation
Review the district's alternatives for transporting students.		Transportation
Implement a formal process for hiring bus attendants, with specific criteria for assigning and reassigning them as needed.		Transportation
Provide training for school-level personnel to ensure that student eligibility for bus services is based on current information about student needs.		Transportation
Purchasing		
Develop a business plan for the purchasing department that reflects the district's strategic plan, with measurable and achievable goals, timelines, performance measures, and a mechanism for monitoring and reporting progress.	3.2	Purchasing
Establish formalized intra- and inter-departmental communications channels to improve the understanding of the operational issues of the purchasing department by schools and the coordination of contracting efforts with other departments.		Purchasing
Establish a formalized mandatory training program for new employees and provide for continued professional development and cross-training of existing purchasing department employees.	3.2	Purchasing
Take advantage of the resources of the professional organizations to which the district and department belong and the expertise of other local agencies.		Purchasing
Encourage and require the certification of buyers.		Purchasing
Review and evaluate each of the department's operational processes and procedures to incorporate the use of automation and technology to expedite processing, improve efficiency, and enhance the quality of departmental services.	3.9	Purchasing
Reorganize the staff of the purchasing department so that buyers are assigned by commodities to enable them to leverage purchases and develop product expertise.		Purchasing
Augment the department staff with sufficient resources to monitor contract compliance.		Purchasing

Develop job descriptions, performance appraisals, and organizational charts with clear lines of responsibility and authority that are consistent with the requirements of the departmental reorganization.		Purchasing
Refine and augment current policies to address the board's role in the procurement process, provide a formalized avenue for vendor appeals, and incorporate a code of ethics for purchasing staff.		Purchasing
Include data on the number of bidders and their relative ranking, minority business enterprise/women business enterprise (MBE/WBE) information, and specific information on why contract renewals have not been competitively bid in the formal reports presented to the board for approval of purchasing items.	3.7	Purchasing
Restrict access to the department's bid box to one or two management personnel.		Purchasing
Secure the purchasing records and files and institute a system for checking out files.		Purchasing
Adopt modern procurement technologies and methodologies to enhance efficiencies and the effectiveness of the purchasing department.	3.9	
Institute a more aggressive outreach effort to potential MBE/WBE vendors, and collect MBE/WBE data on all purchases, not just those that are formally bid.	3.7	
Provide the list of identified MBE/WBE vendors, by commodity, to the purchasing department buyers.	3.7	
Establish quality assurance measures to evaluate vendor performance and product quality.	3.2	