

**Comprehensive District Corrective Action Improvement Plan  
Introductory Summary of Planning Process  
2010-2011**

<b>District:</b>	<b>Pulaski County Schools</b>
<b>1. Planning Committee (must include name and position for each member) :</b>	
Angela Bray, Director of Special Education	Carole Hancock, Director of Curriculum and Instruction
Lisa Colyer, District Writing Consultant	Virginia Hess, Middle School Supervisor
Shirley Cooper, Parent	Angela Murphy, Principal Northern Middle
Troy Dotson, Principal Southern Middle	Mark Wilson, Principal Pulaski High
Mike Reynolds, Asst. Principal Southern Mid	Teresa Nicholas, District Technology Coordinator
Wayne Craft, Curriculum Specialist Pulaski H	Sheila Elmore, Guidance Counselor, Pulaski High
Sheryl Cooper, Curriculum Specialist Souther	Jackie Rogers, Curriculum Specialist Pulaski High
Danita Ellis, Secondary Supervisor	Amy Polston, Elementary Supervisor, Title I Coordinator
<b>2. Reason Previous Corrective Action Improvement Plan did not Provide the Results Needed to Make Adequate Yearly Progress:</b>	
<p>After a review of the most recent 2009-2010 data for the Pulaski County School System, the district determined the 2009-2010 improvement plan was successful in many areas in bringing about student achievement. The district acknowledges that according to KDE data the district met 10 out of 13 goals for NCLB (76.9%). The biggest change for our district during the 2008-2009 school year was an intensive focus to target individual students across the district; this same level of focus did not occur across the district during the 2009-2010 school year. We believe this may have been the reason the district performance declined. For the 2010-2011 school year, the district has emphasized an intensive focus on targeting individual students across the district as well as progress monitoring these students on a regular basis. Schools are also encouraged to mentor and target transitional performers. Monitoring: Implementation and Impact checks will be reviewed 3 times per year, instructional practices monitored through eWalks with review of compiled data during monthly curriculum team meetings, district staff will monitor school progress with targeted students.</p>	

**Comprehensive District Corrective Action Improvement Plan**  
**Data Analysis, Need Assessment and SMART Goals**  
2010-2011

District:	Pulaski County Schools
1. NCLB Report Analysis (include all areas where the district did not may AYP): The district did not meet AYP for disability math, disability reading and graduation rate.	
2. Sources of Data (What other sources of data are you using to determine needs and causes and contributing factors?) Include cognitive and non-cognitive data. Cognitive Data: KCCT, NCLB, EPAS data, ITBS, AIMSweb, Discovery Education (Thinklink), KCMP. Non-cognitive: Attendance data, retentions, discipline referrals and suspensions, graduation rate and successful transitions, KCMP.	

# Comprehensive District Corrective Action Improvement Plan

## Data Analysis, Need Assessment and SMART Goals

2010-2011

### 3. Data Analysis Summary (What is the data saying?)

The results of the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Report 2010 indicate the district met the state target of 100% participation rate of students with disabilities. According to the NCLB 2010 report, the total participation rate for Pulaski County Schools was 99.82% with five hundred fifty-three students with disabilities participating in the state assessment. One student did not participate in the state assessment due to a medical exemption. The results of the No Child Left Behind (NCLB) AYP Report 2009 indicate the district met the state target of 100% participation rate of students with disabilities. All of the district's 617 students with disabilities participated in the state assessment.

The 2010 proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards indicate the district did not meet the state target for reading or math according to the NCLB district report. The state target for reading was 40.02% and the district achieved 40.08%. The state target for math was 43.00% and the district achieved 40.13%. The 2009 proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards exceeded the state target for both reading and mathematics. The state target for reading was 39.82% and the district achieved 41.91%. The state target for math was 38.00% and district achieved 40.23%. Based on the 2008-2009 district report card, the district had a rate of 4.8% unsuccessful transition to adult life compared to the state rate of 4.7%

The 2010 NCLB AYP Report indicate the district met 10 out of 13 target goals (76.9%). The district did not meet the Annual Measurable Objective (AMO) for students with disabilities in reading or math. The 2009 NCLB AYP Report indicate the district met 13 out of 13 target goals (100%); district made "Safe Harbor" for the AMO for students with disabilities in both reading and mathematics. This means the district reduced, by at least 10%, the number of students with disabilities who were not proficient and demonstrated improvement on the 2008 Academic Index. 2008-District met 11 out of 13 target goals (84.6%); AMO was not met for students with disabilities in reading or mathematics; 2007-District met 11 out of 13 target goals (84.6%); AMO was not met for students with disabilities in reading or mathematics; 2006-District met 13 out of 13 target goals (100%); "Safe Harbor" for AMO for students with disabilities in both reading and mathematics; District Reading AMO Percent Proficient for students with disabilities: 2009 (s 41.91%); 2008 (33.94%); 2007 (32.54%); 2006 (s 24.16%); District Mathematics AMO Percent Proficient for students with disabilities: 2009 (s 40.23%); 2008 (29.20%); 2007 (23.36%); 2006 (s 16.45%)

Based on 2010 NCLB data, the district graduation rate for 2009 was 86.07%, just below the state goal of 86.75%. However, the district did show improvement when compared to the 2008 graduation rate of 84.93%. The district reviews suspension data monthly for students with and without disabilities and shares the information with district and school administration. The district dropout rate in 2008 was 2.02% and decreased to 1.56% in 2009. The district attendance rate decreased just slightly from 2008 to 2009 with rates of 95.16% and 95.05% respectively. The district retention rate in 2008 was 1.45% and this increased to 2.23% in 2009.

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4. Causes and Contributing Factors (What are the root causes for the low achievement in the district? Include only causes and contributing factors where the district has the ability to make changes. Do not include socio-economic status or poverty levels as a cause or contributing factor.)

Limited feedback from walkthroughs to administration and teachers; inconsistent monitoring instruments for observations; lack of analysis of longitudinal data for instructional patterns and practices; shortage of intervention specialists in reading and math in addition to Core instructors; lack of consistent district-wide writing practices K-12; lack of district literacy plan; lack of district fully implemented vertical PCIS (Pulaski County Intervention System); lack of achievement at alternative setting; high student suspension rate among students with and without disabilities; insufficient access to intelligent classroom components at PCHS; lack of an up-to-date district attendance policy; lack of review and revision of grading policies and practices; lack of a formal process for monitoring student progress. All of the above root causes impact achievement by contributing to inconsistent instructional patterns, follow through and feedback to both teachers and students. Both teachers and students need consistent, descriptive feedback in order to improve instruction and learning. The lack of technology in PCHS has had a negative impact on both teaching and learning in the school causing passive engagement on the part of both students and teachers. The students entering PCHS have had technology integrated into instruction K-8 which further exacerbates the negative effect of lack of technology. The Pulaski County Board of Education recently approved a construction project at the school that will include installation of Intelligent Classroom technology components. Grading practices are inconsistent between classrooms and schools. The district attendance policy is inconsistently enforced between schools and also contributes to lack of achievement by preventing students from receiving credit for completion of missed assignments. The district is currently exploring options for revision to grading practices and attendance policies to reflect true academic achievement separate from non-cognitive factors such as behavior and responsibility.

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**SMART Goals**

All goals should directly correlate to a need based on the data analysis and causes and contributing factors.

5. District Reading Goal(s): By September 2011, the percentage of students with disabilities scoring proficient in reading will increase by 10% (from 40.08% to 50.08%) as measured on the NCLB district report.
6. District Math Goal(s): By September 2011, the percentage of students with disabilities scoring proficient in math will increase by 10% (from 40.13% to 50.13%) as measured on the NCLB district report.
7. District Other Academic Indicator Goal(s): By September 2012, the district NCLB report will reflect a 2% increase in graduation rate.
8. Other District Goal(s):

# Comprehensive District Corrective Action Improvement Plan Strategies and Professional Development

2010-2011

District:	Pulaski County Schools				
Strategies/Activities that Address the Needs Assessment (based on the causes and contributing factors)	Strategies and Activities must address the fundamental teaching and learning needs of the schools in the district, incorporate strategies that are grounded in scientifically based research, include student learning before school, after school, during the summer or any extension of the school year (as appropriate), provide for high quality professional development and strengthen parental involvement (see Requirements tab for more information).				
Strategy/Activity	Impact Measurement/Outcome (How will this strategy/activity address the identified needs? How will effectiveness be evaluated?)	Responsible Person (include position)	Start/End Date (need specific timeframe)	Estimated Cost	Funding Source
<b>Need #1: Implementation of a systematic monitoring process of instructional practices for reading and math.</b>					
1.1 District leadership will monitor reading and math instructional patterns and practices through regular classroom observations.	Provide teachers with information to adjust instruction and enhance mastery of learning as measured by student performance on state assessment.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$7,629.00	Title I
1.2 Feedback from classroom observation findings based on instructional patterns and practices will be provided to school leadership and SBDM councils (including parent members) and teachers.	Provide teachers and school leadership with information to adjust instruction and enhance mastery of learning as evidenced by observation reports.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$0	NA
1.3 A common observation template will be used district wide to monitor instructional practices in reading and math.	Provide district and school leadership a way to identify strengths and weaknesses in instructional practices as evidenced by eWalk data/reports..	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$0	NA

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2010-2011

Strategies/Activities that Address the Needs Assessment (based on the causes and contributing factors)					
Strategies and Activities must address the fundamental teaching and learning needs of the schools in the district, incorporate strategies that are grounded in scientifically based research, include student learning before school, after school, during the summer or any extension of the school year (as appropriate), provide for high quality professional development and strengthen parental involvement (see Requirements tab for more information).					
Need #2: Full implementation of the PCIS (Pulaski County Intervention System) Pre-K through 12 in Reading.					
Strategy/Activity	Impact Measurement/Outcome (How will this strategy/activity address the identified needs? How will effectiveness be evaluated?)	Responsible Person (include position)	Start/End Date (need specific timeframe)	Estimated Cost	Funding Source
2.1 District leadership will provide professional development opportunities in researched-based strategies for improved student achievement in reading.	Teachers will incorporate a greater variety of research-based strategies into instruction, as measured by observations and lesson plans.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$102,071.50	Title I and Title II
2.2 District leadership will provide teacher support and materials for improved successful transition into entry-level workplace and postsecondary reading skills.	Improved college/career readiness, as measured by ACT and Workkeys scores, successful transition to adult life, and Youth One Year Out survey.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$10,000.00	General Fund
2.3 District leadership team will monitor implementation and results of Reading Interventions for all targeted students with communication of progress to parents and teachers.	Instructional changes are made based on data driven results, to improve student achievement, as measured by AIMSweb, KCCT, Discovery Education, Teacher made formative assessment, and EPAS.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$71,024.50	Title I/ General Fund

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2010-2011

Strategies/Activities that Address the Needs Assessment (based on the causes and contributing factors)				
<p>Strategies and Activities must address the fundamental teaching and learning needs of the schools in the district, incorporate strategies that are grounded in scientifically based research, include student learning before school, after school, during the summer or any extension of the school year (as appropriate), provide for high quality professional development and strengthen parental involvement (see Requirements tab for more information).</p>				
<p>2.4 District leadership will offer extended school services to targeted students and parents to address areas of academic need especially in subpopulations with substantial achievement gaps.</p>	<p>Instructional changes are made based on data-driven results, to improve student achievement, as measured by AIMSweb, KCCT, Discovery Education, Teacher made formative assessment, and EPAS.</p>	<p>Carole Hancock, Director of Curriculum and Instruction</p>	<p>January 3, 2011 - November 30, 2011</p>	<p>\$25,000.00 ESS Fund</p>
<p>2.5 District and school leadership will provide training and systematically review school's use of common assessments to ensure meaningful feedback of student learning for instructional purposes.</p>	<p>Instructional changes are made based on data-driven results, to improve student achievement, as measured by AIMSweb, KCCT, Discovery Education, Teacher made formative assessment, and EPAS.</p>	<p>Carole Hancock, Director of Curriculum and Instruction</p>	<p>January 3, 2011 - November 30, 2011</p>	<p>\$76,920.85 Title I</p>



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2010-2011

Strategies/Activities that Address the Needs Assessment (based on the causes and contributing factors)					
Strategies and Activities must address the fundamental teaching and learning needs of the schools in the district, incorporate strategies that are grounded in scientifically based research, include student learning before school, after school, during the summer or any extension of the school year (as appropriate), provide for high quality professional development and strengthen parental involvement (see Requirements tab for more information).					
Need #3: Full implementation of the PCIS (Pulaski County Intervention System) Pre-K through 12 in Math.					
Strategy/Activity	Impact Measurement/Outcome (How will this strategy/activity address the identified needs? How will effectiveness be evaluated?)	Responsible Person (include position)	Start/End Date (need specific timeframe)	Estimated Cost	Funding Source
3.1 District leadership will provide professional development opportunities in researched-based strategies for improved student achievement in math.	Teachers will incorporate a greater variety of research-based strategies into instruction, as measured by observations and lesson plans.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$214,826.23	Title I and Title II
3.2 District leadership will provide training and support for improved successful transition for entry-level workplace and postsecondary math skills.	Improved college/career readiness, as measured by ACT and Workkeys scores, successful transition to adult life, and Youth One Year Out survey.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$5,000.00	General Fund
3.3 District leadership team will monitor implementation and results of math Interventions for all targeted students with communication of progress to parents and teachers.	Instructional changes are made based on data-driven results, to improve student achievement, as measured by AIMSweb, KCCT, Discovery Education, Teacher made formative assessment, and EPAS.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$83,997.57	Title I / General Fund

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Strategies/Activities that Address the Needs Assessment (based on the causes and contributing factors)				
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3.4 District leadership will offer extended school services to targeted students and parents to address areas of academic need especially in subpopulations with substantial achievement gaps.	Instructional changes are made based on data driven results, to improve student achievement, as measured by AIMSweb, KCCT, Discovery Education, Teacher made formative assessment, and EPAS.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$25,000.00   ESS Fund
3.5 District and school leadership will systematically review school's use of common assessments to ensure meaningful feedback of student learning for instructional purposes.	Instructional changes are made based on data driven results, to improve student achievement, as measured by AIMSweb, KCCT, Discovery Education, Teacher made formative assessment, and EPAS.	Carole Hancock, Director of Curriculum and Instruction	January 3, 2011 - November 30, 2011	\$58,997.35   Title I