

2011-12 Checklist for District Corrective Action Plans

District: Pulaski Co.

Consultant: Millanti/Watts

District Corrective Action Plan:	Look Fors	Notes
<p>1. Includes a determination of why the district's previous plan did not bring about increased student academic achievement.</p>	<p>Was the plan monitored for implementation and impact?</p> <p>Did the monitoring process include an analysis of the plan's effectiveness?</p> <p>Did the monitoring process include an analysis to determine if goals were met?</p> <p>Were strategies implemented with fidelity?</p>	
<p>2. Addresses the teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.</p>	<p>Does the plan identify teaching and learning needs?</p> <p>Does the plan identify gaps in student populations?</p> <p>Are low-achieving students intentionally targeted?</p>	
<p>3. Defines specific measurable goals and targets for each of the student populations whose disaggregated results are included on the NCLB Report and explains how they support the unified goals for college and career readiness.</p>	<p>Are the goals S.M.A.R.T. (specific, measurable, attainable, realistic, timely) goals?</p> <p><u> X </u> What will change for whom?</p> <p><u> X </u> By how much will it change?</p> <p><u> X </u> How will the change be measured?</p> <p><u> X </u> By when will it change?</p>	

	<p>Do the goals address all gaps in student subpopulations?</p> <p><input checked="" type="checkbox"/> Students with disabilities</p> <p><input type="checkbox"/> Students with limited English proficiency (LEP)</p> <p><input type="checkbox"/> Minority students</p> <p><input checked="" type="checkbox"/> Students who are eligible for free and reduced lunch</p> <p>Do the goals support college and career readiness unified goals?</p> <p><input type="checkbox"/> Increased accelerated learning opportunities for all students.</p> <p><input type="checkbox"/> Targeted interventions for all students not college and career ready.</p> <p><input type="checkbox"/> Increase access to and quality of college and career readiness advising.</p> <p><input checked="" type="checkbox"/> Increase college completion rates of students entering with one or more developmental or supplemental course needs.</p>	
<p>4. Incorporates research-based instructional strategies that will strengthen instruction in core academic subjects and improve college and career readiness.</p>	<p>Are the research-based instructional strategies designed to strengthen classroom instruction and improve student performance?</p> <p>Do the research-based strategies target the district's identified needs?</p> <p>Do the strategies support college and career readiness unified goals?</p> <p><input checked="" type="checkbox"/> Increased accelerated learning opportunities for all students.</p> <p><input checked="" type="checkbox"/> Targeted interventions for all</p>	

	<p>students not college and career ready.</p> <p><input checked="" type="checkbox"/> Increase access to and quality of college and career readiness advising.</p> <p><input checked="" type="checkbox"/> Increase college completion rates of students entering with one or more developmental or supplemental course needs.</p> <p>Examples of strategies: student intervention systems, differentiation, PLCs, data deconstruction, standards alignment.</p>	
<p>5. Include, as appropriate, student learning activities to occur before/after school, during the summer, or during any extension of the school year that are focused on improving college and career readiness.</p>	<p>Do the activities address the district's identified needs?</p> <p>Do the activities support college and career readiness unified goals?</p> <p><input checked="" type="checkbox"/> Increased accelerated learning opportunities for all students.</p> <p><input checked="" type="checkbox"/> Targeted interventions for all students</p> <p>students not college and career ready.</p> <p><input type="checkbox"/> Increase access to and quality of college and career readiness advising.</p> <p><input checked="" type="checkbox"/> Increase college completion rates of students entering with one or more developmental or supplemental course needs.</p> <p>Examples of activities: after school tutoring, intercession tutoring, summer school for students in identified gaps, instructional extensions using take home computers</p>	

<p>6. Provides for high-quality professional development for instructional staff that focuses primarily on improved instruction and increasing college and career readiness.</p>	<p>Does the PD address the priority needs identified in a comprehensive needs analysis of data?</p> <p>Does the PD evaluation system include monitoring the implementation and providing feedback to teachers as instructional strategies are implemented?</p> <p>Do the PD activities support college and career readiness unified goals?</p> <p><input checked="" type="checkbox"/> Increased accelerated learning opportunities for all students.</p> <p><input checked="" type="checkbox"/> Targeted interventions for all students not college and career ready.</p> <p><input type="checkbox"/> Increase access to and quality of college and career readiness advising.</p> <p><input checked="" type="checkbox"/> Increase college completion rates of students entering with one or more developmental or supplemental course needs.</p>	
<p>7. Includes strategies to promote effective parental involvement in the schools served by the district</p>	<p>Do the strategies promote meaningful, effective parent involvement designed to allow parents to be more directly involved with their children's education?</p> <p>Does parental involvement go beyond one way information providing?</p> <p>Examples of activities: training to help parents work more effectively with their</p>	

	children at home, understanding state testing, effective use of Infinite Campus, improving parents' math and literacy skills	
8. Describes how deferred funds will be spent to support the plan.	<p>Does the description include a MUNIS budget and/or budget narrative?</p> <p>Is staff listed as FTE?</p> <p>Are planned expenditures: 1) directly related to the district's identified needs and 2) necessary and reasonable?</p> <p>Examples of acceptable expenditures: Needs/research based PD, instructional coaching, extended student learning opportunities, parental involvement activities.</p>	

Note: The "look fors" and "examples" contained within the rubric are not an all-inclusive list of activities that may occur. Districts must write the Corrective Action Plan to identify and address their uniquely identified needs.