

2011-2012 Comprehensive District Corrective Action Plan (CAP)

District : District Corrective Action Status: <i>check one</i> <input type="checkbox"/> Corrective Action Year 1 <input type="checkbox"/> Corrective Action Year 2 <input type="checkbox"/> Corrective Action Year 3 <input checked="" type="checkbox"/> Corrective Action Year 4 <input type="checkbox"/> Corrective Action Year 5 <input type="checkbox"/> Corrective Action Year 6	District Contact: Lisa Colyer Position: CDIP Coordinator email: lisa.colyer@pulaski.kyschools.us
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Purpose of the CAP

A district identified for corrective action must develop a corrective action plan (CAP) no later than three (3) months after the identification (on or before December 20, 2011). The district must consult with families, school staff, and others in the development of the CAP. The purpose of the CAP is to improve student achievement throughout the district. The CAP must be submitted to the Kentucky Department of Education for review and approval. The CAP must be implemented as soon as possible after approval has been given and must specify how Title I Deferred funds (3102T) will be utilized.

College and Career Readiness (Senate Bill 1 – 2009)

Included in Senate Bill I (2009) was a mandate to develop a unified strategy to reduce college remediation rates of high school graduates. These strategies **must** be included as part of this Corrective Action Plan (CAP). These strategies include:

- **Unified Strategy 1: Increase accelerated learning opportunities for all Kentucky students.**
 - Goal 1: By August 2014, all students will have access to Advanced Placement (AP), International Baccalaureate (IB), or other accelerated learning opportunities. Student success in accelerated learning opportunities will increase.
 - Goal 2: By August 2014, all students will have access to dual credit opportunities and student success in dual credit courses will increase.
 - Goal 3: By August 2014, all students will have access to science, technology, engineering, and mathematics (STEM) program opportunities and student success in STEM programs will increase.
- **Unified Strategy 2: Provide targeted interventions for all students who are not college and career ready.**
 - Goal 1: By May 2011, all Kentucky secondary schools will have a fully operational intervention system.
 - Goal 2: By August 2014, all students will have access to online credit recovery courses for high school graduation requirements.
- **Unified Strategy 3: Increase access to and quality of college and career readiness advising.**
 - Goal 1: By August 2011, all secondary students will have access to a comprehensive advising program.
 - Goal 2: By May 2011, all secondary school personnel will have access to professional development to support the utilization of the advising Toolkit. This PD will ensure that secondary staff is trained in the implementation of a comprehensive advising program.
 - Goal 3: By August 2012, all secondary schools will collaborate with postsecondary regional partners to develop an advising program as an integral component of the curriculum.
- **Unified Strategy 4: Increase the college completion rates of students entering with one or more developmental or supplemental course needs.**
 - Goal 1: Increase the fall-to-fall retention rates of students entering with readiness needs by 8% from 2009 to 2014 by providing bridge programs and support services.
 - Goal 2: All public postsecondary institutions will provide accelerated, online, and/or alternative learning formats to improve success in and completion of developmental and supplemental course work that is recognized by all public postsecondary institutions by 2014.

- Goal 3: Increase degree completion rates for students entering postsecondary institutions with readiness needs by 3% annually from 2009 to 2014.
- Goal 4: All developmental education, college of education, and college of arts and sciences faculties will have access to training on the Kentucky Core Academic Standards by 2011.

Directions

In each table, describe how your district will address each of the seven CAP requirements. If the requirement is addressed in your Comprehensive District Improvement Plan (CDIP), reference the section and page number from the CDIP (e.g., *This is addressed in the Executive Summary of the CDIP on p. 2.*) For any requirement that is not addressed in the CDIP, address fully in the corresponding table. Please attach a complete copy of your CDIP, if applicable, with the CAP when submitting to KDE.

A Corrective Action Plan must:

1. Include a determination of why the district’s previous improvement or corrective action plan did not bring about increased student academic achievement.

Describe why the district’s previous improvement or corrective action plan did not bring about increased student academic achievement.

November 2011, Tier III requirement review: A planning committee comprising of Steve Butcher, Superintendent, Patrick Richardson, Assistant Superintendent, Carole Hancock, Director of Curriculum and Instruction, Angela Murphy, Secondary Supervisor of Instruction, Virginia Hess, Middle School Supervisor of Instruction, Amy Polston, Elementary Supervisor of Instruction, Teresa Nicholas, District Technology Coordinator, Danita Ellis, Principal Southwestern High School, Mark Wilson, Principal Pulaski County High School, James Powell, Counselor Pulaski County High School, Tina Hamm, parent, Shelly Hargis, Principal Northern Middle School, Karen Cook, Counselor Southwestern High School, Mike Murphy, Principal Pulaski Elementary School, Troy Dotson, Principal Southern Middle School, Jane Jones, Principal Oak Hill Elementary School, Aubrey Pennington, Secondary Curriculum Specialist, Karen Smith, Secondary Curriculum Specialist, Lisa Colyer, CDIP Coordinator. After reviewing the most recent 2010-2011 data which includes KCCT, NCLB, EPAS data, ITBS, AIMSweb, Discovery Education, KCMP, Attendance data, retentions, discipline referrals and suspensions, graduation rate and successful transitions, and e-Walk data. The results of the No Child Left Behind (NCLB) Adequate Yearly Progress (APY) Report 2011 indicate the district met the state target of 100% participation rate of students with disabilities. The 2011 NCLB AYP Report indicates the district met 9 out of 13 target goals (69.2%). The district did not meet the Annual Measurable Objective (AMO) for students with disabilities in reading or math; however, the 2011 proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards indicate the district met the state target for reading but did not meet the state target in math. The state target for reading was 40.22% and the district achieved 43.65%. The state target for math was 48.00% and the district achieved 42.76%. It should be noted that growth has occurred in both math and reading proficiency rates for students with disabilities from 2010 to 2011. Even though the district failed to meet our AMO for students with disabilities in reading and math, the district did increase our proficiency rate for students with Free/Reduced Lunch. In 2010, this subpopulation’s proficiency rate in Reading was 69.79% and it increased to 70.52% in 2011, yet the district failed to reach our target goal. Based on 2011 NCLB data, the district graduation rate for 2010, was 75.97% as compared to the state average of 76.68%.

Reason(s) Previous improvement or Corrective Action Plan did not bring about increased student academic achievement include:

-Some of the strategies did not have sufficient time to have impact on academic performance as development of the Corrective Action Plan occurred in January, 2011, and students were tested

Describe why the district's previous improvement or corrective action plan did not bring about increased student academic achievement.

in May.

- District leadership does not systematically review teachers' use of multiple assessments specifically designed to provide meaningful feedback on student learning for instructional purposes.
- District leadership has not developed a fully-functioning Professional Learning Community (PLC)
- District leadership has not provided enough professional time in the school calendar to allow for PLC activities and professional development at the school level.
- District leadership urges school leadership to ensure teachers use effective and varied instructional strategies in their classrooms, but does not monitor the extent to which it occurs.
- District leadership reviews all professional development activities at both the school and district level, but does not ensure that all of them show a direct connection to the learning needs of students as documented by an analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps.
- District leadership urges school leadership to have a fully functioning RTI program, but does not monitor the extent to which it occurs.
- District leadership needs to monitor to ensure that secondary schools implement an advisory program with a focus on personal/social development, academic development, career development, and mentoring component.

This year, discussion has occurred at the district level regarding consistency and continuity of information from the district to the school level which in turn impacts student achievement. District administration are currently reviewing practices/processes/systems of communication to determine more efficient methods for systematic and consistent implementation across all schools. A return to a more intensive focus on targeted intervention and progress monitoring will occur in the 2011-2012 school year. To build consistency and continuity across the district for the 2011-2012 school year, the District Level RTI Leadership Team will be expanded to include all member of the District Curriculum Team. Information will then be communicated via regularly scheduled Principal's meetings at Central Office. Our district has also place an intensive focus on getting all student college/career ready for the 2011-2012 school year as well as increasing the graduation rate for all students.

2. Address the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

Describe the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

- Common Assessments need to be utilized with each question identified by standard.
- Teachers should analyze both formative and summative assessments to determine individual needs of students. Teachers should revise instructional strategies based upon student achievement data.
- Descriptive feedback must be provided to students and parents.
- Assessments need to incorporate a higher number of higher level thinking questions.
- Teachers should instruct the complex processes, concepts and principles contained in state and national standards.
- The district should monitor to ensure that there is a consistent utilization of formative assessment in every classroom district- wide.
- The district needs to monitor each school to ensure that there is an effective implementation of RTI including monitoring and analysis of strategy success. The district will create/provide an agenda/checklist to include Non-negotiables for school-based RTI meetings and submitted to the district on a regular bases.

Describe the fundamental teaching and learning needs of schools in the district, especially the academic problems of low-achieving students.

3. Define specific measurable achievement goal and targets for each of the student sub-groups whose disaggregated results are included on the No Child Left Behind (NCLB) Report.

Define specific measurable achievement goal and targets for each of the student sub-groups whose disaggregated results are included on the No Child Left Behind (NCLB) Report and how they support the unified goals for college and career readiness.

See attached Comprehensive District Improvement Plan.
The Math component is located on pages 39 -47. The Reading component is located on pages 48-56.

4. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;

Describe strategies grounded in scientifically based research that will strengthen instruction in core academic subjects and improve college and career readiness.

- Offer and promote accelerated learning opportunities (Pre-AP courses in middle schools, AP courses, and dual credit opportunities.
- Provide secondary Intervention Programs (focusing on the full implementation of transitional coursework in English, Reading and Mathematics.
- Provide college and career readiness advising (focusing on the full implementation of the Individual Learning Plan and comprehensive advising programs, e.g., the AdvisingToolkit.
- Provide descriptive feedback to staff after eWalks and other observations. Follow up to ensure that strategies and activities recommended are being implemented.
- Monitor to ensure that teachers are providing timely descriptive feedback to students and parents.
- Continue Quality Core, AP and Laying the Foundation (AdvanceKY) training and implementation.
- Continue training on Formative Assessment and monitor to ensure that all teachers are using Formative Assessment consistently.
- Implementation of Professional Learning Communities district-wide
- Analysis of EPAS results and provide targeted instruction based on score band.
- Monitor to ensure that teachers use multiple methods to systematically gather data about student understanding and ability.
- Monitor to ensure that teachers provide adequate modeling to make clear the expectations for quality performance.
- Monitor to ensure that teachers orchestrate effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.
- Monitor to ensure that teachers effectively incorporate 21st Century learning Skills that prepare students to meet future challenges.
- District Special Education Administration will analyze 2010 and 2011 EPAS data for students with disabilities to Determine trends with benchmark scores, disabilities and LRE.
- During the 2011-02012 school year, district special education Administration will analyze 2010 proficiency rates for students with disabilities using the Student Data Tool and/or NCLB reports for Pulaski County Schools to determine overall proficiency rate for students with disabilities.
- Beginning in December 2011, District Special Education Administration, in collaboration/consultation with UCSEC consultants, will initiate a support system to assist PCHS faculty in the creation and ongoing use of data boards to improve achievement for students with disabilities in co-teaching and resource settings.

5. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year.

Describe student learning activities to occur before school, after school, during the summer, and during any extension of the school year that are focused toward improving college and career readiness.

- Targeted instruction during the day based on EPAS score bands.
- Create summer programs/opportunities for targeted students that do not meet EPAS benchmarks.
- Provide after school "ACT Boot Camp" for all juniors before ACT test date.
- Provide Saturday tutoring sessions for Advanced Placement courses (AdvanceKY).
- Provide activities designed to promote college and career readiness in the summer Migrant program.
- Provide ESS to all students not meeting targets K-12.
- Employ AmeriCorps workers to work during the school day with students K-12 who are not meeting meeting benchmarks.
- Utilize GEAR UP Academic Specialists to work on college and career readiness for targeted students who are not meeting benchmarks (during the school day and after school).
- Provide RTI activities for targeted students during the school day.

6. Provide for high quality professional development for instructional staff that focuses primarily on improved instruction

Describe high quality professional development to occur for instructional staff that focuses primarily on improved instruction and increasing college and career readiness.

- Continue Quality Core training
- Kaplan training and materials for high school teachers
- Provide Need skill standards training (KOSSA) tied to planned program.
- Provide updated training pertaining to the analysis of the EXPLORE assessment to revise instructional strategies based on student data.
- Provide AdvanceKY training for high school AP teachers.
- Provide Laying the Foundation (Pre-AP) training for teachers grades 6-10.
- Provide additional Formative Assessment training to all teachers k-12.
- Continue to provide Standards based grading training to all teachers grades k-12.
- Continue to provide training on effective implementation of the Kentucky Core Academic Standards.
- Provide Multi-Sensory Approach to Reading Success (MARS) training K-12.
- Instructional Practices training: How to Teach the KY Core Academic Standards/KY Alternate Assessment Program content Aligned Standards for Alternate Assessment
- Quantiles.com Training for all math teachers
- Special Education New Teacher Training
- Co-teaching and/or Instructional Strategies to Improve Achievement for Students with Disabilities training.

7. Include strategies to promote effective parental involvement in the schools served by the district.

Describe strategies to promote effective parental involvement in the schools served by the district with a focus on improving student achievement.

See attached Comprehensive Improvement Plan – Pages 27 and 28

8. Corrective Action funds (3102t) are set-aside monies used to support the district's corrective action plan.

Briefly describe how the funds will be expended to support the corrective action plan.

To ensure that ALL students are college and career ready, the corrective action plan funds will be allocated for highly effective researched based professional development activities targeted to provide teachers with information to adjust instruction, and incorporate a greater variety of proven strategies designed to increase student achievement in the areas of reading and math. In addition, the funds will be utilized to provide training and support for improved successful transition for entry level work place and post secondary math skills.

Please submit the completed CAP and your CDIP, if applicable, to title1reports@education.ky.gov on or before December 20, 2011.