**Procedures: Corrective Action Plan for Teachers not Meeting Title I Qualified (TIQ) Requirements**

The LEA has procedures in place to ensure that all teachers and Title I paraprofessionals are Title I Qualified (TIQ) at the time of hire or transfer to a new position to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers.

In the event that a teacher does not meet TIQ requirements for which he/she is assigned, the Arizona Department of Education will require the development of a Corrective Action Plan (CAP). An acceptable Corrective Action Plan must outline the *most expedient* means for a teacher to meet TIQ requirements in the identified content area(s).

In addition to the teacher Corrective Action Plan, the LEA must include a strategy and action step relate to Title I Qualified Teachers in the LEA Continuous Improvement Plan in ALEAT under Goal: Standard 3-Curriculum and Instructional Systems.

Add a *strategy***,** with at least one *action step* that addresses how the LEA will ensure and monitor that all teachers will become Title I Qualified. *Attach CAPs to the action step.*

Sample strategy and action step:

*STRATEGY*

*ABC School District implements a process to hire and equitably distribute content proficient, qualified and effective staff.*

*ACTION STEP*

*Ten of the ABC’s content teachers have Corrective Action Plans and will pass the appropriate tests/coursework by December 31, 2016.*

*(Attach CAPs to this action step.)*

***\*\* PLEASE NOTE: Corrective Action Plans must be uploaded into ALEAT prior to the submission of the FY17 ESEA Consolidated Application in GME. Federal funds may be withheld for non-compliance. \*\****

**Corrective Action Plan for Teachers not Meeting Title I Qualified (TIQ) Requirements**

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|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Name:** |  | **Building Administrator:** |  |
| **LEA:** |  | **School:** |  |
| **Current Teaching Position:** |  | | |

|  |
| --- |
| **Content Area Deficiencies**  **(example: History, Elementary Subject Knowledge, SPED Self-Contained)** |
|  |
|  |
|  |

Indicate below the **specific steps** the teacher will take to become TIQ in the content area/grade level identified above. **Each step must be measureable.** The Corrective Action Plan must outline the most expedient means of reaching TIQ status.

|  |  |
| --- | --- |
| **Action Step(s) to Reach TIQ Status**  (Include specific test name and number and/or courses to be completed) | **Projected Completion Date** |
|  |  |
|  |  |
|  |  |

All steps to reach TIQ Teacher Status shall be completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***(Date)***

**Your signature indicates your commitment to implementing the Corrective Action Plan indicated above:**

*Signature of Employee (Not Applicable if Vacant Position) Date*

*Signature of Building Administrator Date*

*Signature of Superintendent/Charter Representative Date*

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