Alabama State Department of Education

Differentiated Support: A Guide to Continuous Improvement
# Table of Contents

I. Introduction ......................................................................................... 1

II. Differentiated Support ........................................................................ 4
   - Overview ....................................................................................... 4
   - Expected Outcomes ...................................................................... 4
   - Differentiated Support Structure ................................................. 4
   - Levels of Support ......................................................................... 4
   - Differentiated Support Pyramid .................................................. 5

III. The Continuous Improvement Process ............................................. 6

IV. Differentiated Support for Focus Schools .......................................... 9
    - Identification of Focus Schools .................................................... 9
    - Notification of Focus School Status ............................................ 9
    - Responsibilities .......................................................................... 10
    - Focus School Timeline ............................................................... 12
    - Continuous Improvement Plan .................................................. 14
    - Exiting of Focus Schools ......................................................... 17

V. Differentiated Support for Priority Schools ....................................... 18
    - Identification of Priority Schools ............................................... 18
    - Notification of Priority School Status ....................................... 19
    - Responsibilities .......................................................................... 19
    - Priority School Timeline .......................................................... 22
    - Continuous Improvement Plan .................................................. 25
    - Exiting of Priority Schools ....................................................... 28
Introduction

Plan 2020 is the strategic plan for education in Alabama. The plan clearly defines the vision for every child to graduate from high school, and to be a graduate prepared for college or the workplace in the 21st century. A prepared graduate is defined as:

1. One who possess the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, or technical school without the need for remediation.
2. One who possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision, and punctuality in delivery of a product, and has a desire to be a life-long learner.

The goal of Plan 2020 is to improve educational outcomes for students and transform public education in Alabama. Implementation will increase student achievement, close the achievement gap, increase the graduation rate, and increase the number of students graduating high school that are college- and career-ready and prepared to be successful in our global society. The priorities of Plan 2020 can be found in its foundational pillars.

Each of the four priorities contain objectives, strategies, and indicators designed to focus all available resources, completely address all critical aspects needed for each component, and make significant measureable progress by the year 2020. Collectively, these four pillars, and the indicators and strategies found in each, provide a comprehensive and child-centered approach to educational improvement in the state of Alabama.
Alabama’s 2020 Learners

Objectives
1. All students perform at or above proficiency and show continuous improvement (achievement/growth).
2. All students succeed (gap closure).
3. Every student graduates from high school (grad rate).
4. Every student graduates high school prepared (college and career readiness).

Strategies
1. Develop and implement a unified Pre-K through college and career readiness plan.
2. Develop and adopt college- and career-ready aligned standards in all subject areas.
3. Create and implement a balanced and meaningful assessment and accountability system.
4. Develop and implement a unified School Readiness Plan.
5. Align available programmatic and fiscal resources to support local school needs in the area of instruction.

Alabama’s 2020 Support Systems

Objectives
1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group counseling services.
4. All students will enter 9th grade prepared and with a 4-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.

Strategies
1. Implement an early warning system for student absences and build a community-based support and intervention system.
2. Implement a Positive Behavior Support or other related student and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions.
4. Develop and implement a Coordinated School Health and Support Program.
Alabama’s 2020 Professionals

Objectives
1. Every child is taught by a well-prepared, resourced, supported, and effective teacher.
2. Every school is led by a well-prepared, resourced, supported, and effective leader.
3. Every school system is led by a prepared and supported visionary instructional leader.

Strategies
1. Redesign and reinvest in the Alabama Teacher Recruitment and Incentive Program (ATRIP).
2. Review the admission and certification criteria for Alabama’s teacher preparation programs.
3. Provide a comprehensive induction and mentoring program for new teachers.
4. Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
5. Provide research-based professional growth opportunities for Alabama’s teachers and leaders based on their individual and collective professional learning plans.

Alabama’s 2020 Schools and Systems

Objectives
1. All schools and systems will receive adequate funding to meet the individual and collective needs of their students.
2. All schools and systems will be resourced and supported based on identified need as determined from the state’s accountability plan and additional indicators at the local level.
3. Schools and Systems will be granted flexibility to innovate and create 21st century learning environments to meet the individual and collective needs of their students.
4. Schools and Systems are resourced to create a 21st century learning environment for their students including infrastructure, building renovation/improvements, and technology.

Strategies
1. Analyze the current funding formula for public education.
2. Develop a differentiated and customized support and intervention system for local school systems.
3. Create a policy environment that promotes and rewards performance, innovation, and creativity.
4. Conduct a study of existing capital outlay needs for school systems.
Differentiated Support

Overview

The role of the Alabama State Department of Education is to provide support to all of Alabama’s K-12 public schools and districts in their implementation of Plan 2020 and in the furtherance of their mission to ensure that all students graduate college and career ready. To that end, the Department has changed its role from that of compliance monitoring, to partnership and differentiated support. This comprehensive and unique approach to support acknowledges that the needs of each region, district, and school are unique, and that the support provided to each must be customized based on a thorough analysis of data and collaborative feedback from all stakeholders. This approach will allow for more targeted support where it is needed most, and will ensure that the Department utilizes its limited resources in the strategic delivery of services that are more appropriate and effective.

Expected Outcomes

The goal of differentiated support is to build capacity at the district and school levels to engage in continuous improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and/or career. Specifically, this approach will result in:

- Consistent implementation of Alabama College- and Career-Ready Standards
- Turnaround for schools not meeting annual measurable objectives/proficiency targets
- Reduction in achievement gaps
- Improvements to the instructional core
- Better understanding and utilization of data
- Improved graduation and attendance rates
- Support for district and school leadership

Differentiated Support Structure

Differentiated support is provided to Alabama public schools and districts within each of Alabama’s eleven Regional In-service Centers. Regional In-service Centers are located at institutions of higher education throughout the state, and provide professional development for school systems within their regions. Each region is led by a Regional Support Coordinator, who works directly with districts to identify needs, coordinates the implementation of support efforts, and monitors the effectiveness of interventions and support. Regional planning teams, composed of representatives from the Alabama State Department of Education, Regional In-service Centers, institutions of higher education, and the Alabama Department of Children’s Affairs’ Office of School Readiness, work alongside the regional support coordinator to plan and provide support within specific areas of expertise. Regional Support Staff work as coaches and instructional partners, to support schools and districts in specific curriculum content, instruction, data analysis, leadership, and effective school practices.

Levels of Support

The Alabama State Department of Education provides differentiated support to all public schools in the state of Alabama, but the level and intensity of that support is dependent on the unique needs of each school. This customized tiered support structure includes support of:
Differentiated Support

RPTs/RSS will partner with LEAs to:
- assist with transition to CCRS
- to develop a CIP (collect, review, and prioritize data and needs)
- provide differentiated support/services to address areas of need

Focus Schools:
- Use the reading and math proficiency of the two lowest performing subgroups in each school on new assessments from 2013-2014 and from 2014-2015.
- Average proficiency of the two lowest performing subgroups from 2013-2014 and 2014-2015.
- Rank order until at least 10% of Title I schools are named.

RPTs/RSS will partner with LEAs to:
- conduct a focused instructional audit for applicable subgroups
- develop a CIP (collect, review, and prioritize data and needs) to include goals for applicable subgroups
- use CIP to focus on closing achievement gaps
- develop 30, 60, 90 day action plans as needed
- provide differentiated support/services to address needs of targeted subgroups
- monitor implementation of interventions
- monitor progress

Priority Schools:
- Tier 1 or Tier 2 SIG or
- Grad Rate of 50% or below for 2 or more consecutive years or
- Lowest ranking achievement until at least 5% of the Title I schools in the state have been identified

RPTs/RSS will partner with LEAs to:
- conduct a comprehensive instructional audit
- review Feeder Pattern data
- to develop a CIP (collect, review, and prioritize data and needs)
- use CIP to focus on prioritized needs
- develop 30, 60, 90 day action plans as needed
- provide differentiated support/services to address needs
- monitor implementation of interventions
- monitor progress

Legend
- Regional Planning Teams (RPT)
- Regional Support Staff (RSS)
- Continuous Improvement Plan (CIP)
- Regional Support Coordinator (RSC)
Continuous Improvement Process

All schools are expected to engage in a process of continuous improvement, with measurable goals of student outcomes and identified strategies found in the effective practices of school transformation. Effective practices include strategies in the following areas:

1. School Leadership
2. School Climate and Culture
3. Effective Instruction
4. Curriculum, Assessment, and Intervention
5. Effective Staffing Practices
6. Effective Use of Data
7. Effective Use of Time
8. Effective Family and Community Engagement

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing school goals, strategies, and data. Alabama schools utilize the ASSIST tool, an electronic planning and monitoring instrument supported by the Southern Association for Colleges and Schools (SACS, for creation of their CIP. Common requirements of the CIP are:

- A comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligned curricular targets to the Alabama College- and Career Ready Standards.
- Established time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identified professional learning opportunities based on the identified needs reflected in the data.
- Strategies to engage family and community.
- Goals and strategies that target areas of need for students and teachers.
- Strategies to address non-academic factors, including safety and discipline, that impact student achievement.
- Identified resources and technical assistance needed to accomplish goals.

A sustained model of continuous improvement should address five basic questions: 1) Where are we now? 2) Where do we want to be? 3) How will we get there? 4) How will we monitor our progress? 5) How will we evaluate our effectiveness? Continuous improvement is a cyclical process consisting of 5 essential data driven activities:

1. Analysis of Data
2. Goal Setting
3. Planning
4. Implementation
5. Evaluation

While each of these activities should be grounded in data, the focus at each stage is on the collaborative conversations that lead to a collective understanding of the school’s current reality, the plan for improvement, and the desired outcomes. Listed below is a brief description of each stage and its essential task.
Analysis of Data

Essential Task: Collect, organize, and analyze data for collaborative inquiry into current reality.

School leadership teams are encouraged to collect, organize, and analyze multiple measures of school performance including assessment and achievement data, attendance and discipline data, and information related to the school’s culture and climate. It is important to recognize that all data has limitations, and that no single data point should be the sole source of information used to make determinations or decisions. School leadership teams should discuss trends and contradictions in the data, surprises and confirmations, and begin making informed conclusions about what the data indicates. The purpose of this analysis is to inform and direct the continuous improvement process.

Upon request, members of the Regional Planning Team are available to assist districts and schools in the collection and analysis of data.

Goal Setting

Essential Task: Use data to develop realistic and attainable goals.

After the data is analyzed, school teams should begin the process of developing goals for improvement. The development of goals should be made in consideration of desired outcomes, staff and student capacity, time constraints, and available resources. Well-written goals will have the following characteristics:

<table>
<thead>
<tr>
<th>Guidelines for Developing Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Specific</strong>. Goals should be detailed and explicit.</td>
</tr>
<tr>
<td>2. <strong>Measurable</strong>. Goals should articulate a desired outcome and how that outcome will be measured.</td>
</tr>
<tr>
<td>3. <strong>Attainable</strong>. Goals should be realistic and attainable.</td>
</tr>
<tr>
<td>4. <strong>Data-Based</strong>. Goals should be based on evidence of need.</td>
</tr>
<tr>
<td>5. <strong>Few</strong>. The number of goals should be kept to a minimum that is realistically attainable.</td>
</tr>
<tr>
<td>6. <strong>Collaboratively Developed</strong>. Goals should be developed with input from all stakeholders.</td>
</tr>
</tbody>
</table>

Planning

Essential Task: Develop specific strategies to accomplish goal.

After the development of improvement goals, school teams must determine what specific actions or strategies will be implemented to achieve the goal. This planning process should allow time for collaboration and thoughtful discussion. Good strategies will be measurable, with plans and timelines for implementation, monitoring, and evaluation. Members of the Regional Planning Team and Regional Support Staff are available to provide professional development and coaching aligned to the strategies and goals identified by the school.
Guiding Questions for Developing Strategies

Is this strategy...
- An activity that will help accomplish the goal?
- Specific, clear, and understandable to all stakeholders?
- Measurable—able to be progress monitored and evaluated for effectiveness?
- Attainable—due to time constraints, available resources, and staff/student capacity?
- An activity that all stakeholders endorse and support?

Implementation

*Essential Task: Implement and monitor the effectiveness of identified strategies.*

During this stage of the continuous improvement process, all stakeholders will work to implement the improvement plan. Schools, in collaboration with district leaders, will implement and monitor the strategies identified in the Continuous Improvement Plan. Regional Planning Teams and Regional Support staff, in partnership with districts and schools, will provide professional development and support aligned to the needs of the school. It is critical for school teams to monitor the implementation of their plans and their progress towards accomplishing their goals. Structured meetings to review progress should:

1. Focus on the plan.
2. Include data to monitor progress.
3. Allow for revisions to the plan.
4. Provide opportunities to celebrate efforts and achievements.

Evaluation

*Essential Task: Use outcome data to evaluate the effectiveness of the plan.*

Evaluating the effectiveness and the impact of the Continuous Improvement Plan will bring the process full cycle. School leadership teams will collect and analyze outcome data to determine if goals were met, and will also use this information to inform future improvement efforts and to identify what additional resources or supports are needed. As in previous stages, significant time should be provided for collaborative inquiry and discussion around outcome data. After the evaluation of the plan, it is important to celebrate successes and acknowledge where additional work is needed.

**Differentiated Support for All Schools**

- External Support Provided from Partners
- Instructional Coaches/Partners
- Leadership Coaches/Mentors
- College and Career Ready Standards Implementation Team
- Quarterly Meetings
- eLearning Courses
Differentiated Support for Focus Schools

Focus Schools are schools that do not require a school-wide systemic change, but rather need to focus on services and support to one or more identified subgroups. Upon identification as a Focus School, a data review and root cause analysis will be conducted to identify factors contributing to the disproportionate gap(s). Additionally, feeder pattern data will be reviewed with district and school leaders to determine if the disproportionate gap(s) is replicated in the feeder schools. The trends in gap data will determine where intensive support should be targeted.

The differentiated support and monitoring of Alabama Focus Schools is a 3-year process. A multi-year response and support plan is required to understand the complex challenges facing these schools, develop comprehensive and strategic interventions, and to ensure the sustainability of improvement efforts.

The support process is managed through the 11 Regional In-service Centers. The centers are located throughout the state, and provide professional development and support to the districts and schools within their region. Each region is led by a Regional Support Coordinator responsible for overseeing the data analysis, development of plans, coordination of support, and monitoring of implementation. Regional Planning Teams (RPT), assigned within each region, coordinate and deliver support to schools that have been identified as Focus. Members of the Regional Planning Team include staff from the Alabama State Department of Education, Regional In-service Centers, institutions of higher education, and the Alabama Department of Children’s Affairs Office of School Readiness (pre-K). Regional Support Staff (RSS) work as instructional partners, and support schools and districts in specific curriculum content, instruction, data analysis, leadership, and effective school practices.

The process of providing differentiated support for Alabama Focus Schools is detailed below.

Identification of Focus Schools

Determination of Focus Schools January 2017:

• Use the reading and math proficiency of the two lowest performing subgroups in each school on new assessments from 2013-2016.
• Average proficiency of the two lowest performing subgroups from 2013-2016.
• Rank order until at least 10% of Title I schools are named.
• Schools that have been named priority will be removed from the list.

Schools are selected from this list until at least 10% of the Title I schools in the state have been identified as Focus.

Notification of Focus School Status

Once Focus Schools have been identified, the State Superintendent of Education will notify local superintendents. The Regional Support Coordinator and members of the Regional Planning Team will then
meet with district and school leadership. An orientation to the three year support process to include how the school was identified, roles and responsibilities, support and monitoring, and the exit criteria will be provided.

**Responsibilities**

**Alabama State Department of Education**

- Receives approved CIP from RPT. Reviews and approves the CIP to ensure interventions for identified student groups
- Communicate approval or needed changes to the RSC
- Conduct quarterly progress check meetings with the RSC
- Receives mid-year and end of year reports from RPT. Reviews and approves reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available.
- In the third year, receives and approves the sustainability plan or the continuation plan from the RPTs.
- Intervenes as needed with more severe measures.

**Regional Support Coordinator and Regional Planning Team**

- Conduct an orientation to the Focus School Support and Monitoring Process
- Support the school’s Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis for the identified student group
- Receive approved CIP from LEA leadership. Review to ensure interventions reflect the identified student group and that the needed resources are provided for successful implementation. Submit CIP to ALSDE.
- Once approved CIP is received from ALSDE, meet with RSS to coordinate and mobilize support to schools
- If needed, support the LEA as they develop a 30-60-90 day plan for any changes needed to support the school(s)
- Conduct regular progress check meetings with the LEA and school leadership and make changes as needed
- Meet with RSS monthly to review on-site support of CIP (30-60-90 day plans as needed)
- Receive mid-year and end of year reports from LEA leadership. Review and approve reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available. Submit reports to the ALSDE
- Lead or participate in summer professional learning with focus school teachers when offered
- In the third year, assist with the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit the plan to the ALSDE.

**Regional Support Staff**

- Participate in an orientation to the Focus School Support and Monitoring Process
• Support the school’s Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis for the identified student group
• Once approved CIP is received from ALSDE, meet with RPT to determine on-site support
• Frequent and regular targeted support to schools based on CIP
• Meet with RPT monthly to review on-site support and progress of CIP (30-60-90 day plans as needed)
• Lead or participate in summer professional learning with focus school teachers when offered

Local Education Agency

• Participate in an orientation to the Focus School Support and Monitoring Process
• Support the school’s Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis
• Review and approve the CIP to ensure interventions for identified student groups and that the needed resources are provided for successful implementation
• If needed, develop an LEA 30-60-90 day plan for changes needed to support the school(s)
• LEA leadership participates in regular progress check meetings with the school leadership and RPT and makes changes as needed
• Review and approve mid-year and end of year reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
• Ensure that teachers participate in summer professional learning with other focus school teachers when offered
• In the third year, support the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit plan to the RPT.

School

• Participate in an orientation to the Focus School Support and Monitoring Process
• The school’s Continuous Improvement Leadership Team (CILT) will develop a CIP based on a thorough data analysis that includes a root cause analysis related to the identified student group
• A 30-60-90 day plan may be developed if there are urgent and immediate actions needed
• School leadership participates in regular progress check meetings
• Submit mid-year and end of year progress reports of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
• Teachers participate in summer professional learning with other focus school teachers when offered
• In the third year, develop either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes
# Focus School Timeline

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2017</td>
<td>Cohort 2 focus schools named.</td>
<td>SDE Leadership</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Orientation to process and review of Response and Support Plan.</td>
<td>RSC, RPT, LEA, and School</td>
</tr>
<tr>
<td>Spring of 2017</td>
<td>Conduct a focused instructional audit for new focus schools.</td>
<td>RSC, LEA, RPT, School</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Development of CIP and/or 30-60-90 day plans to support full implementation of interventions for identified student groups</td>
<td>LEA, RPT, RSC, SDE Staff, External Providers</td>
</tr>
<tr>
<td>August 2017</td>
<td>CIPs and/or 30-60-90 plans due to RPT. RPT reviews plans to ensure interventions for specified student groups</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
<tr>
<td>September 2017</td>
<td>ALSDE verifies plans. RSS staff is assigned as needed.</td>
<td>ALSDE</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Full implementation of interventions. Ongoing monitoring of progress through LEA visits; adjust and revise improvement plans as needed Evaluate progress and adjust plan as needed</td>
<td>RSC, RPT and LEA</td>
</tr>
<tr>
<td>February 2018</td>
<td>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data). Mid-year report submitted</td>
<td>LEA, RSC, RPT, and School</td>
</tr>
<tr>
<td>May-Summer 2018</td>
<td>End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data). End of year report submitted</td>
<td>LEA, RSC, RPT, School</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>Teaching Academies for teachers in focus middle and high schools (if funds available).</td>
<td>LEA, RSC, RPT, School, and ALSDE</td>
</tr>
<tr>
<td>2018-2019 school year</td>
<td>Continued implementation of CIP; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability of efforts.</td>
<td>LEA, RPT, RSC, SDE Staff, External Providers</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>August 2018</td>
<td>Revised CIPs due to RPT. RPT reviews plans to ensure interventions for specified student groups</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
<tr>
<td>September 2018</td>
<td>ALSDE verifies plans. RSS staff is assigned as needed.</td>
<td>ALSDE</td>
</tr>
<tr>
<td>February 2019</td>
<td>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data). Mid-year report submitted</td>
<td>LEA, RSC, RPT, and School</td>
</tr>
<tr>
<td>May – Summer 2019</td>
<td>End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data). End of year report due.</td>
<td>LEA, School, RSC, RPT and SDE</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Teaching Academies for teachers in focus middle and high schools (if funds are available).</td>
<td>LEA, RSC, RPT, School, SDE</td>
</tr>
<tr>
<td>2019-2020 school year</td>
<td>Continued implementation of CIPs (interventions); ongoing monitoring of progress; adjust and revise improvement plans as needed with a focus on sustainability.</td>
<td>LEA, RPT, RSC, School, SDE Staff, External Providers</td>
</tr>
<tr>
<td>August 2019</td>
<td>Revised CIPs due to RPT. RPT reviews plans to ensure interventions for specified student groups</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
<tr>
<td>September 2019</td>
<td>ALSDE verifies plans. RSS staff is assigned as needed.</td>
<td>ALSDE</td>
</tr>
</tbody>
</table>
| February 2020        | Mid-year review of progress toward goals and impact of efforts will be conducted. A sustainability plan will be developed for those who are projected to exit focus school status.  
A continuation plan will be developed for those who are not projected to exit focus school status. This plan may include more severe measures of state intervention.  
Mid-year report due.                                                                                      | LEA, RPT, RSC, School, and ALSDE |
| May-July 2020        | A formal exit plan to include a monitoring plan of a minimum of three visits in the 2020-2021 school year by the RPT will be developed for those focus schools who meet exit criteria.  
For those who do not meet the criteria, the continuation plan will be reviewed and revised to reflect more support and possibly more severe measures of state intervention. | SDE Accountability, RPT       |
Continuous Improvement Plan

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing school data and needs. Continuous Improvement Plans are created in collaboration with members of the Regional Planning Team, district, and school leadership. Using information developed from the Root Cause Analysis and/or the Instructional Audit, as well as the school leadership team’s own assessment of the school using the Turnaround Principles Rubric, a Continuous Improvement Plan is developed with goals and strategies aligned to the school's identified needs. After final approval from the Alabama State Department of Education, the Regional Support Coordinator will meet with Regional Planning Team members and Regional Support Staff to coordinate the delivery of support and resources aligned to the identified needs of the school. The appropriate Regional Support Staff will be assigned to the school to support the school’s improvement efforts.

Alabama schools utilize the ASSIST tool, an electronic planning and monitoring instrument supported by the Southern Association for Colleges and Schools (SACS, for creating their CIP. Common requirements of the CIP are:

- A comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligned curricular targets to the Alabama College- and Career Ready Standards.
- Established time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identified professional learning opportunities based on the identified needs reflected in the data.
- Strategies to engage family and community.
- Goals and strategies that target areas of need for students and teachers.
- Strategies to address non-academic factors, including safety and discipline, that impact student achievement.
- Identified resources and technical assistance needed to accomplish goals.

Focus schools must include a Continuous Improvement Plan goal to address their identified subgroup gap. This goal must include interventions aligned with one or more of the turnaround principles. The turnaround principles are research-based components of effective school transformation. The table below includes some proposed research-based interventions aligned with the turnaround principles that Focus Schools may implement to meet their specific needs and priorities.
<table>
<thead>
<tr>
<th>Turnaround Principle</th>
<th>Strategic Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
<td>Provide building administrators the authority and autonomy to hire and manage teacher placement, budget, and school schedule; review the performance of the current principal to determine if the principal has a track record of improving achievement and has the ability to lead the turnaround effort; replace the current principal is indicated; and connect the principal with a mentor. <strong>Guiding Questions</strong>&lt;br&gt;1. How will leadership align resources – fiscal and human – to meet our goal?&lt;br&gt;2. How will leadership monitor our progress and communicate results to all stakeholders?</td>
</tr>
<tr>
<td>School Climate and Culture</td>
<td>Implement a culturally responsive support system to improve safety, discipline, attendance, and other non-academic factors such as social, emotional, and health needs of all students. <strong>Guiding Questions</strong>&lt;br&gt;1. How is discipline an issue in achieving this goal? Are there certain grade levels that need to be addressed? Certain classes? School-wide issues?&lt;br&gt;2. How is attendance an issue in achieving this goal? Are there certain students who will need attention? Is teacher attendance an issue?&lt;br&gt;3. How is safety an issue in achieving this goal? What are students’ perceptions of school safety? What are faculty perceptions of school safety? What are administrators’ perceptions of school safety? How do these perceptions differ and how do they impact instruction?</td>
</tr>
<tr>
<td>Effective Instruction</td>
<td>Implement rigorous core instruction aligned with CCRS; implement differentiated instruction for all students based on individual needs; use instructional coaches to provide support for research-based instructional strategies. <strong>Guiding Questions</strong>&lt;br&gt;1. Which students are not being successful in our school? How is instruction being differentiated for these students?&lt;br&gt;2. To what extent are we actively engaging students?&lt;br&gt;3. How are we checking for student understanding during student learning?&lt;br&gt;4. Are our programs aligned with our standards?</td>
</tr>
<tr>
<td>Curriculum, Assessment, and Intervention Systems</td>
<td>Align curriculum, resources, and assessments with CCRS; implement research-based instructional strategies; use formative assessments to guide instruction; provide appropriate interventions to meet the needs of all students. <strong>Guiding Questions</strong>&lt;br&gt;1. To what extent have we aligned our curriculum, resources, and assessments to state standards?&lt;br&gt;2. How are we using formative assessments?&lt;br&gt;3. How are we grouping students for instruction? What interventions are successful with students who need differentiated instruction?</td>
</tr>
<tr>
<td>Effective Staffing Practices</td>
<td>Recruit and hire effective leaders and staff; evaluate the strengths and areas of need of current staff; provide effective PD aligned with the school improvement process; establish a comprehensive system to support teachers with content, pedagogy, and implementation of CCRS; establish a comprehensive systems to support teachers struggling with meeting the instructional needs of students with disabilities, low achievement, and ELS; realign and retain staff as needed. <strong>Guiding Questions</strong></td>
</tr>
</tbody>
</table>
| Enabling the Effective Use of Data | Utilize data to make instructional and curricular decisions; use data to identify and prioritize needs; provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data.  

**Guiding Questions**  
1. What data do we have to make instructional decisions? What kinds of additional data do we need?  
2. What data collection tools and systems do we have (or need) to improve our use of data?  
3. What professional development will be needed to use our data effectively, i.e., how will we use data to drive instruction?  
4. How will we support collaborative data usage?  
5. How often will be examine data and what protocol will we use? |
| --- | --- |
| Effective Use of Time | Design and/or redesign time to meet individual student needs and increase time for learning; provide time for teacher collaboration focused on improving teaching and learning.  

**Guiding Questions**  
1. What changes are needed to student schedules to enhance their learning time?  
2. How can we design time for teachers to collaborate on improving instruction?  
3. What changes are needed in our school calendar? How can we gain support from the School Board to make these changes? |
| --- | --- |
| Effective Family and Community Engagement | Hold community meetings to review school performance; discuss the school interventions to be implemented; complete school improvement plans in line with the intervention mode; collect perception surveys; engage parents, family, and community in the school learning process with a focus on academic achievement for all students.  

**Guiding Questions**  
1. How will we communicate this goal with families? How will we report to families our progress toward meeting this goal?  
2. What role can families play?  
3. What support will we need to provide for families to be successful in their role?  
4. What role can the community play?  
5. What systems do we have to ensure families' voices are heard?  
6. How will we learn about the perceptions of families and the community? What will we do with that information? |
Exiting of Focus Schools

Cohort 1 Exit Criteria

In order for a school to exit Focus School status, the school must:

Achievement
1. Meet or exceed the AMO goals for the applicable gap subgroup(s) performance;
2. Rank higher than the lowest 10% of the Title I schools in the state; and
3. Maintain a participation rate of 95% or more on administered assessments.

Cohort 2 Exit Criteria

In order for a school to exit Focus School status, the school must:

Achievement
1. Meet or exceed the achievement AMO goals for the two lowest performing subgroups for two consecutive years;
2. Rank higher than the lowest 10% of the Title I schools in the state; and
3. Maintain a participation rate of 95% or more on administered assessments.

If a school continues to meet the requirements to be identified as a Focus School or has failed to make significant improvement after two years:

1. The school will lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the CIP plan is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.
Differentiated Support for Priority Schools

Priority schools are those schools that are identified as the lowest performing schools in the state. The intervention process for Priority Schools mirrors the process outlined in the Code of Alabama (1975). The Code of Alabama (1975), 16-68-3, requires the State Superintendent of Education to designate a team of practicing professionals to visit the school, conduct a study, consult with parents of students in the school, analyze causes of poor student achievement, and make specific recommendations that shall become a part of a continuous improvement plan for the succeeding year.

The differentiated support and monitoring of Alabama Priority Schools is a 3-year process. A multi-year response and support plan is required to understand the complex challenges facing these schools, develop comprehensive and strategic interventions, and to ensure the sustainability of improvement efforts. Differentiated support of Priority Schools includes two phases of support:

- Phase I (Year 1) includes the initial evaluation and assessment of the school’s data, leadership, instructional practices, structures, and capacity for change. The purpose of Phase I is to identify any gaps in foundational elements that can be addressed quickly.
- Phase II (Years 2 & 3) includes a deeper study and a broader engagement of stakeholders to develop a long-term vision for the school, and to identify the strategies necessary for achieving this vision.

The intervention process is managed through the 11 Regional In-service Centers. The centers are located throughout the state, and provide professional development and support to the districts and schools within their region. Each region is led by a Regional Support Coordinator responsible for overseeing the data analysis, development of plans, coordination of support, and monitoring of implementation. Regional Planning Teams (RPT), assigned within each region, coordinate and deliver support to schools that have been identified as Priority. Members of the Regional Planning Team include staff from the Alabama State Department of Education, Regional In-service Centers, institutions of higher education, and the Alabama Department of Children’s Affairs Office of School Readiness (pre-K). Regional Support Staff (RSS) work as instructional partners, and support schools and districts in specific curriculum content, instruction, data analysis, leadership, and effective school practices.

The process of providing differentiated support for Alabama Priority Schools is detailed below.

Identification of Priority Schools

In January 2017 Priority schools will be the classification for:

1. Any school that is a currently served Tier I or Tier II school improvement grant (SIG) school as of September 30, 2012, if applicable.
2. Any school with a graduation rate of less than 60% for two or more consecutive years.
   OR
3. Schools with the lowest ranking achievement. Schools are selected from this list until at least 5% of the Title I schools are classified as Priority.
Notification of Priority School Status

Once Priority Schools have been identified, the State Superintendent of Education will notify local superintendents. The Regional Support Coordinator and members of the Regional Planning Team will then meet with district and school leadership. An orientation to the three year support process to include how the school was identified, roles and responsibilities, support and monitoring, and the exit criteria will be provided.

Responsibilities

Alabama State Department of Education

- Receives approved CIP from RPT. Using the School Interventions Summary, reviews and approves the CIP to ensure interventions in all turnaround principles and that the needed resources are provided for successful implementation.
- Completes the Statewide Interventions Summary to document information regarding statewide implementation of interventions
- Communicate approval or needed changes to the RSC
- Conduct quarterly progress check meetings with the RSC
- Receives mid-year and end of year reports from RPT. Reviews and approves reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available.
- In the third year, receives and approves the sustainability plan or the continuation plan from the RPTs
- Intervenes if school is not making progress

Regional Support Coordinator and Regional Planning Team

- Conduct an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Conduct an on-site instructional audit
- RSC reviews evidence from the LEA that the principal has the capacity, support, and operational flexibility to lead the turnaround effort
- Support the school’s Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- Receive approved CIP from LEA leadership. Review using the School Interventions Summary to ensure interventions reflect all turnaround principles and that the needed resources are provided for successful implementation. Submit CIP with School Interventions Summary to ALSDE.
- Once approved CIP is received from ALSDE, meet with RSS to coordinate and mobilize support to schools
- If needed, support the LEA as they develop a 30-60-90 day plan for any changes needed to support the school(s)
- Conduct monthly progress check meetings with the LEA and school leadership and make changes as needed
Meet with RSS monthly to review on-site support of CIP (30-60-90 day plans as needed)
- Participate in mid-year and end of year progress checks. Receive progress reports from LEA and school leadership. Review and approve reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available. Submit reports to the ALSDE.
- Annually, use the Turnaround Principles Rubric to reflect on progress of school and lead discussion of the triangulated data.
- Lead or participate in summer planning/networking with priority school teams when offered.
- Lead or participate in summer professional learning with priority school teachers when offered.
- In the third year, assist with the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit the plan to the ALSDE.

**Regional Support Staff**

- Participate in an orientation to the Priority School Support and Monitoring Process.
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions.
- Participate in an on-site instructional audit.
- Support the school’s Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles.
- Once approved CIP is received from ALSDE, meet with RPT to determine on-site support.
- Frequent and regular targeted support to schools based on CIP.
- Meet with RPT monthly to review on-site support and progress of CIP (30-60-90 day plans as needed).
- Participate in mid-year and end of year progress checks.
- Lead or participate in summer planning/networking with priority school teams when offered.
- Lead or participate in summer professional learning with priority school teachers when offered.

**Local Education Agency**

- Participate in an orientation to the Priority School Support and Monitoring Process.
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions.
- Provide necessary information to ALSDE for the on-site instructional audit and participate in the interviews.
- Provide evidence that the principal has the capacity, support, and operational flexibility to lead the turnaround effort.
- Support the school’s Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles.
- Review and approve the CIP to ensure interventions in all turnaround principles and that the needed resources are provided for successful implementation.
- If needed, develop an LEA 30-60-90 day plan for changes needed to support the school(s).
- LEA leadership participates in monthly progress check meetings with the school leadership and RPT and makes changes as needed
- Review and approve mid-year and end of year reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Annually, use the Turnaround Principles Rubric to reflect on progress of school
- Ensure that the school’s CILT participates in summer planning/networking with other priority school teams when offered
- Ensure that teachers participate in summer professional learning with other priority school teachers when offered
- In the third year, support the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

School

- Participate in an orientation to the Priority School Support and Monitoring Process
- Conduct a research review of effective schools including a review of the turnaround principles and examples of interventions
- Provide necessary information to the ALSDE for the on-site instructional audit
- The school’s Continuous Improvement Leadership Team (CILT) will develop a CIP based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- A 30-60-90 day plan may be developed if there are urgent and immediate actions needed for some of the turnaround principles
- School leadership participates in monthly progress check meetings
- Submit mid-year and end of year progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Annually, use the Turnaround Principles Rubric to self-assess progress
- CILT participates in summer planning/networking with other priority school teams when offered
- Teachers participate in summer professional learning with other priority school teachers when offered
- In the third year, develop either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2017</td>
<td>Cohort 2 priority schools named.</td>
<td>SDE Leadership</td>
</tr>
<tr>
<td>Spring of 2017</td>
<td>Conduct an instructional audit (that includes an Opportunity Gap Analysis), a formal review of data to include feeder schools, and a financial review as related to supporting implementation of interventions for new priority schools.</td>
<td>RSC, LEA, RPT, School</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Development of CIP and/or 30-60-90 day plans to support full implementation of interventions aligned with all of the turnaround principles;</td>
<td>LEA, RPT, RSC, SDE Staff, External Providers</td>
</tr>
<tr>
<td>August 2017</td>
<td>CIPs and/or 30-60-90 plans due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
<tr>
<td>September 2017</td>
<td>ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.</td>
<td>ALSDE</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Full implementation of interventions. Ongoing monitoring of progress through LEA visits; adjust and revise improvement plans as needed. Evaluate progress and adjust plan as needed</td>
<td>RSC, RPT and LEA</td>
</tr>
<tr>
<td>February 2018</td>
<td>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data). Mid-year report submitted</td>
<td>LEA, RSC, RPT, and School</td>
</tr>
<tr>
<td>May-Summer 2018</td>
<td>End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data). Self-assessment of implementation using the Turnaround Principles Rubric followed by a collaborative review to determine if changes are needed to interventions.</td>
<td>LEA, RSC, RPT, School</td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
<td>责任制</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>Year 2 Kickoff – School teams to include the principal, teachers, a district representative, and a community leader will meet to review CIP, reflect on progress and plan for greater engagement of the community in improving educational opportunities for students. Teaching Academies for teachers in priority middle and high schools (if funds available).</td>
<td>LEA, RSC, RPT, School, and ALSDE</td>
</tr>
<tr>
<td>August 2018</td>
<td>Revised CIPs due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
<tr>
<td>September 2018</td>
<td>ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.</td>
<td>ALSDE</td>
</tr>
<tr>
<td>2018-2019 school year</td>
<td>Continued implementation of CIP; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability of efforts.</td>
<td>LEA, RPT, RSC, SDE Staff, External Providers</td>
</tr>
<tr>
<td>February 2019</td>
<td>Mid-year review of data. CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data). Mid-year report due.</td>
<td>LEA, School, RSC, RPT and SDE</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>For schools that are not making progress, an instructional audit will be conducted (this may be a full audit or a partial audit based on circumstances). The audit results along with student data will be used to mobilize additional support which may be the assignment of an SEA facilitator to oversee implementation of interventions. Identification of exemplar classrooms in priority schools and/or entire priority schools based on successful implementation of interventions and positive impact on student learning. These classrooms and schools will provide opportunity for other schools to visit and learn.</td>
<td>LEA, School, RSC, RPT and SDE</td>
</tr>
<tr>
<td>May – Summer 2019</td>
<td>End of year review of data, CIPs (implementation of interventions), and</td>
<td></td>
</tr>
<tr>
<td>Timeframe</td>
<td>Description</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Teaching Academies for teachers in priority middle and high schools (if funds are available). Year 3 Kickoff— Priority School Teams (includes principals, teachers, a district representative and a community leader representative) will meet to review progress of plans and impact on student learning. This joint meeting of all priority school teams will provide opportunity to gauge progress, revise efforts, and network with other priority schools. The schools’ continuous improvement plans will be adjusted based on student data and progress toward goals.</td>
<td>LEA, School, RSC, RPT and SDE</td>
</tr>
<tr>
<td>August 2019</td>
<td>Revised CIPs due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
<tr>
<td>September 2019</td>
<td>ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.</td>
<td>ALSDE</td>
</tr>
<tr>
<td>2019-2020 school year</td>
<td>Continued implementation of CIPs (interventions aligned with the turnaround principles); ongoing monitoring of progress; adjust and revise improvement plans as needed with a focus on sustainability.</td>
<td>LEA, RPT, RSC, School, SDE Staff, External Providers</td>
</tr>
<tr>
<td>February 2020</td>
<td>Mid-year review of data. CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data). A sustainability plan will be developed for those who are projected to exit priority school status. A continuation plan will be developed for those who are not projected to exit priority school status. This plan may include more severe measures of state intervention.</td>
<td>LEA, RPT, RSC, School, and ALSDE</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing school data and needs. Continuous Improvement Plans are created in collaboration with the Regional Support Coordinator, members of the Regional Planning Team, district, and school leadership. Using information developed from the Instructional Audit, and the school leadership team’s own assessment of the school using the Turnaround Principles Rubric, a Continuous Improvement Plan is developed with goals and strategies aligned to the school’s identified needs. After final approval from the Alabama State Department of Education, the Regional Support Coordinator will meet with Regional Planning Team members and Regional Support Staff to coordinate the delivery of support and resources aligned to the identified needs of the school. The appropriate Regional Support Staff will be assigned to the school to support the school’s improvement efforts.

Alabama schools utilize the ASSIST tool, an electronic planning and monitoring instrument supported by the Southern Association for Colleges and Schools (SACS), for creating their Continuous Improvement Plan. Common requirements of the Continuous Improvement Plan are:

- A comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligned curricular targets to the Alabama College- and Career Ready Standards.
- Established time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identified professional learning opportunities based on the identified needs reflected in the data.
- Strategies to engage family and community.
- Goals and strategies that target areas of need for students and teachers.
- Strategies to address non-academic factors, including safety and discipline, that impact student achievement.
- Identified resources and technical assistance needed to accomplish goals.

Priority School Continuous Improvement Plans must include interventions for each of the turnaround principles. The turnaround principles are research-based components of effective school transformation. The table below includes some proposed research-based interventions aligned with the turnaround principles that Priority Schools may implement to meet their specific needs and priorities.
<table>
<thead>
<tr>
<th>Turnaround Principle</th>
<th>Strategic Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Leadership</strong></td>
<td>Provide building administrators the authority and autonomy to hire and manage teacher placement, budget, and school schedule; review the performance of the current principal to determine if the principal has a track record of improving achievement and has the ability to lead the turnaround effort; replace the current principal is indicated; and connect the principal with a mentor.</td>
</tr>
<tr>
<td></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td></td>
<td>1. How will leadership align resources – fiscal and human – to meet our goal?</td>
</tr>
<tr>
<td></td>
<td>2. How will leadership monitor our progress and communicate results to all stakeholders?</td>
</tr>
<tr>
<td><strong>School Climate and Culture</strong></td>
<td>Implement a culturally responsive support system to improve safety, discipline, attendance, and other non-academic factors such as social, emotional, and health needs of all students.</td>
</tr>
<tr>
<td></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td></td>
<td>1. How is discipline an issue in achieving this goal? Are there certain grade levels that need to be addressed? Certain classes? School-wide issues?</td>
</tr>
<tr>
<td></td>
<td>2. How is attendance an issue in achieving this goal? Are there certain students who will need attention? Is teacher attendance an issue?</td>
</tr>
<tr>
<td></td>
<td>3. How is safety an issue in achieving this goal? What are students’ perceptions of school safety? What are faculty perceptions of school safety? What are administrators’ perceptions of school safety? How do these perceptions differ and how do they impact instruction?</td>
</tr>
<tr>
<td><strong>Effective Instruction</strong></td>
<td>Implement rigorous core instruction aligned with CCRS; implement differentiated instruction for all students based on individual needs; use instructional coaches to provide support for research-based instructional strategies.</td>
</tr>
<tr>
<td></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td></td>
<td>1. Which students are not being successful in our school? How is instruction being differentiated for these students?</td>
</tr>
<tr>
<td></td>
<td>2. To what extent are we actively engaging students?</td>
</tr>
<tr>
<td></td>
<td>3. How are we checking for student understanding during student learning?</td>
</tr>
<tr>
<td></td>
<td>4. Are our programs aligned with our standards?</td>
</tr>
<tr>
<td><strong>Curriculum, Assessment, and Intervention Systems</strong></td>
<td>Align curriculum, resources, and assessments with CCRS; implement research-based instructional strategies; use formative assessments to guide instruction; provide appropriate interventions to meet the needs of all students.</td>
</tr>
<tr>
<td></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td></td>
<td>1. To what extent have we aligned our curriculum, resources, and assessments to state standards?</td>
</tr>
<tr>
<td></td>
<td>2. How are we using formative assessments?</td>
</tr>
<tr>
<td></td>
<td>3. How are we grouping students for instruction? What interventions are successful with students who need differentiated instruction?</td>
</tr>
<tr>
<td><strong>Effective Staffing Practices</strong></td>
<td>Recruit and hire effective leaders and staff; evaluate the strengths and areas of need of current staff; provide effective PD aligned with the school improvement process; establish a comprehensive system to support teachers with content, pedagogy, and implementation of CCRS; establish a comprehensive systems to support teachers struggling with meeting the instructional needs of students with disabilities, low achievement, and ELS; realign and retain staff as needed.</td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Enabling the Effective Use of Data</strong></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>1. Will additional staff be necessary to implement the practices we propose? How will we recruit new staff?</td>
<td>Utilize data to make instructional and curricular decisions; use data to identify and prioritize needs; provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data.</td>
</tr>
<tr>
<td>2. Will we need to reassign staff to implement the practices we propose?</td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td>3. What professional development is needed to implement the practices we propose?</td>
<td>1. What data do we have to make instructional decisions? What kinds of additional data do we need?</td>
</tr>
<tr>
<td>4. How will we support teachers to implement the practices we propose? How will we provide constructive feedback to help teachers improve?</td>
<td>2. What data collection tools and systems do we have (or need) to improve our use of data?</td>
</tr>
<tr>
<td>5. How will we provide for teachers who need more support than others?</td>
<td>3. What professional development will be needed to use our data effectively, i.e., how will we use data to drive instruction?</td>
</tr>
<tr>
<td><strong>Effective Use of Time</strong></td>
<td>4. How will we support collaborative data usage?</td>
</tr>
<tr>
<td>Design and/or redesign time to meet individual student needs and increase time for learning; provide time for teacher collaboration focused on improving teaching and learning.</td>
<td>5. How often will be examine data and what protocol will we use?</td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Effective Family and Community Engagement</strong></td>
</tr>
<tr>
<td>1. What changes are needed to student schedules to enhance their learning time?</td>
<td>Hold community meetings to review school performance; discuss the school interventions to be implemented; complete school improvement plans in line with the intervention mode; collect perception surveys; engage parents, family, and community in the school learning process with a focus on academic achievement for all students.</td>
</tr>
<tr>
<td>2. How can we design time for teachers to collaborate on improving instruction?</td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td>3. What changes are needed in our school calendar? How can we gain support from the School Board to make these changes?</td>
<td>1. How will we communicate this goal with families? How will we report to families our progress toward meeting this goal?</td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td>2. What role can families play?</td>
</tr>
<tr>
<td>3. What support will we need to provide for families to be successful in their role?</td>
<td>3. What role can the community play?</td>
</tr>
<tr>
<td>4. What role can the community play?</td>
<td>5. What systems do we have to ensure families’ voices are heard?</td>
</tr>
<tr>
<td>5. What systems do we have to ensure families’ voices are heard?</td>
<td>6. How will we learn about the perceptions of families and the community? What will we do with that information?</td>
</tr>
</tbody>
</table>
Exiting of Priority Schools

To exit Priority School status, a school must:

1. Implement intervention services for a minimum of three consecutive years;
2. Rank higher than the lowest 5% of Title I schools;
3. Maintain a participation rate of 95% or more on administered assessments; and
4. Meet or exceed the AMO goals for the “all students” subgroup for two consecutive years.

To exit Priority School status for high schools with a graduation rate less than 60% must:

1. Show improvement by increasing the graduation rate to 65% or above for two consecutive years;
2. Implement intervention services for a minimum of three consecutive years; and
3. Maintain a participation rate of 95% or more on the administered assessments.

If a high school is identified as a priority school for low achievement (not having a low graduation rate), it will be required to show improvement in achievement.

If a Priority School has failed to make significant improvement after three years:

1. The school may lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to ensure that the CIP is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.