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 Tier2 SIG or
- Grad Rate of 60% or below for 2 or more consecutive years or
- Lowest ranking achievement until at least 5% of the Title 1 schools in the state have been identified

RPTs/RSS will partner with the 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)