A Whole New World:
Discover the Seven Wonders of a Complete ACIP
Follow Along

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SECTION #</th>
<th>START DATE</th>
<th>TIME</th>
<th>SEATS</th>
<th>WAIT LIST</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Whole New World - Seven Wonders of a Complete ACIP (Sept. 2021)</td>
<td>417832</td>
<td>September 29, 2021 - September 29, 2021</td>
<td>11:30 am - 12:30 pm</td>
<td>0/150</td>
<td>0</td>
<td>Released</td>
</tr>
</tbody>
</table>
MEET THE OSI GANG

Dr. Melissa Shields
mshields@alsde.edu

Dr. Joseph Garner
joseph.garner@alsde.edu

Dr. Karen Anderson
kanderson1@alsde.edu

William Jones
william.jones@alsde.edu

A.J. Buckner
anthony.buckner@alsde.edu

Dr. Marcy Burroughs
marcy.burroughs@alsde.edu

Wendy Arnold
wendy.arnold@alsde.edu

Kathleen Knight
kknight@alsde.edu

Taurus Smith
taurus.smith@alsde.edu

Dr. Melissa Shields
mshields@alsde.edu

Dr. Karen Anderson
kanderson1@alsde.edu

William Jones
william.jones@alsde.edu

Kathleen Knight
kknight@alsde.edu

Taurus Smith
taurus.smith@alsde.edu

Dr. Melissa Shields
mshields@alsde.edu

Dr. Karen Anderson
kanderson1@alsde.edu

William Jones
william.jones@alsde.edu

Kathleen Knight
kknight@alsde.edu

Taurus Smith
taurus.smith@alsde.edu
Check out our OSI specialist, Mr. William Jones, opening their session "A Whole New World: 7 Wonders of a Complete CIP" with the perfect song! @WKJones89 @taurussmith78 #FederalProgramsConference
What are your “wonders” when reflecting on what completes an ACIP?

What needs to be done in Cognia to be considered complete?
ACIP Cognia Terminology & Pyramid Map

Priority Statement
(2-4 Priority Statements)
- Statement developed to bridge the gap between current reality and future priorities

Strategic Theme
(2-4 Themes - 1 Theme per Priority Statement)
- Developed from the priority statement

Objective
(1-3 Objectives per Theme)
- Long-term outcomes (beyond one academic year); goals

Critical Initiative
(2-5 Initiatives per Objective)
- Evidence-based method used to guide the implementation of actions necessary to achieve objectives; strategy (consider what will occur in one academic year)

Key Measures
- Data used to evaluate the effectiveness of critical initiatives (use general terms such as observations, surveys, curriculum, inventories, etc. - NOT specifically named data sources)

Activities
- Action that provides SPECIFIC information on how the critical initiative will be approached or implemented

Activity Measure
- A specific source of data used to evaluate the effectiveness of activities
7 Components Occur in Three Phases

01 Review Your Data (Envisioning)
Review all data points for trends, strengths and areas for growth.

02 Create Your Plan (Planning)
Clarify what needs to be done and how are we going to do it.

03 Set Benchmarks (Implementing)
Define progress, monitor consistently, and make adjustments.
01

Review Data
# Review Data Points

<table>
<thead>
<tr>
<th><strong>Learners &amp; Parents</strong></th>
<th><strong>Support Systems</strong></th>
<th><strong>Education Professionals</strong></th>
<th><strong>Schools &amp; Systems</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>Graduation Rate</td>
<td>Teacher Attendance</td>
<td>Culture &amp; Climate</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>Drop Out Rate</td>
<td>Administrator &amp; Teacher</td>
<td>Community Engagement</td>
</tr>
<tr>
<td>Achievement Gaps</td>
<td>Attendance</td>
<td>Effectiveness</td>
<td>Professional Development</td>
</tr>
<tr>
<td>College &amp; Career</td>
<td>Discipline</td>
<td>Recruitment &amp; Retention</td>
<td>Continuous Improvement Plan</td>
</tr>
<tr>
<td>Readiness</td>
<td>Intervention</td>
<td></td>
<td>School Finance</td>
</tr>
<tr>
<td>Demographics</td>
<td>Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception</td>
<td>Guidance &amp; Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Health &amp; Well-Being</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ideas Regarding Possible Data Sources

**Student Learning**
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)

**Perception Data**
- Teaching and Learning Surveys
- Perception Survey Data (e.g., parents, students, teachers, community, school leaders)
- Self-Assessment Tools

**Local Demographics**
- School Location and Size
- Student Characteristics: Poverty, IEPs, migrant, race, ethnicity, mobility
- Staff Characteristics (Experience, Attendance, Turnover)
- Feeder pattern

**School Processes**
- Instruction
- Curriculum and Instructional Materials
- Services and/or Programs (Title, Special Ed)
- Interventions
- Family/Community Involvement
- Evaluations of School
- Discipline Referrals and Suspension Rates
Data Should Provide Answers to Critical Questions.

- Where are we now?
- Where do we want to be?
- How will we get there?
- How will we monitor our progress?
- How will we evaluate effectiveness?
Districts/Schools must determine which **data measures are most important** to guide their continuous improvement efforts.

- Data is more than a test score.
- Student achievement is the result of multiple factors – **focus on growth!**
- When used collectively, **multiple measures of data** provide a holistic view of student and school performance.

Different types of data should be collected to inform the improvement process.
Implicit Bias is everywhere.

- We see what we want to see (confirmation bias).
- We choose the data we want to look at (selection bias).
- We cling to outcomes of a handful of kids (outlier bias).
- We see what we believe (cognitive bias).

Create methods to check and correct for bias.
Data Conversations: Culture Matters

- Regular and consistent data collection and use must become a regular part of the continuous improvement process.
- Teachers must feel safe engaging in data work.
- Protected time must be provided.
- Data conversations must focus on improvement accountability.
Create Your Plan
ACIP Cognia Terminology & Pyramid Map

Priority Statement
(2-4 Priority Statements)
Statement developed to bridge the gap between current reality and future priorities

Strategic Theme
(2-4 Themes - 1 Theme per Priority Statement)
Developed from the priority statement

Objective
(1-3 Objectives per Theme)
Long-term outcomes (beyond one academic year); goals

Critical Initiative
(2-5 Initiatives per Objective)
Evidence-based method used to guide the implementation of actions necessary to achieve objectives; strategy (consider what will occur in one academic year)

Key Measures
Data used to evaluate the effectiveness of critical initiatives (use general terms such as observations, surveys, curriculum, inventories, etc. - NOT specifically named data sources)

Activities
Action that provides SPECIFIC information on how the critical initiative will be approached or implemented

Activity Measure
A specific source of data used to evaluate the effectiveness of activities
Priority Statements & Strategic Themes

- Identify priorities across data sources
- Priorities and themes in the data may need to be consolidated toward larger scope issues or prioritized to focus on a single priority statement
- Priority can be addressed by effective selection and implementation of evidence-based practices
- Well-developed priority statements set the stage for a successful root cause analysis
  - May describe a situation, issue, barrier, impediment, or challenge that a school must address to meet its obligation to its community and to prepare students to be contributing citizens
  - May define a gap between current reality and desired performance
Decide Strategic Themes

1. Learning Supports
   • Safety, Attendance, Discipline, FAFSA, FACE, ?
2. Literacy (All Content Areas)
   • Strategies, PL, Technology, Subgroups, ?
3. Math
   • Strategies, PL, Technology, Subgroups, ?

1. Student Achievement
   • Math, Literacy, CTE, ?
2. Learning Supports
   • Safety, Attendance, Discipline, SEL / Mental Health, Standards-Based Grading
3. Professional Learning
   • Remote Instruction, PLCs, Instructional Rounds, Pineapple Charts, ?
*Address subgroups and technology

1. Turnaround Leadership
2. Culture Shift
3. Instructional Transformation
4. Talent Development
*From Four Domains for Rapid School Improvement

*Address subgroups and technology

1. Academic Growth and Achievement
2. College, Career, and Workforce Ready
3. Safe and Supportive Learning Environment
4. Highly Effective Educators
*From Alabama Achieves Strategic Plan
*Address subgroups and technology
Strategic Themes lead to Continuous Improvement Objectives

- Should be clearly defined and based on needs identified by data.
- Should be prioritized based on importance and urgency.
- Should be few in number (no more than 3-5)
- Should be ambitious but achievable.
- Should focus on increasing student learning practices.
- Should address all students, not just those subgroups.
Critical Initiatives and Activities

- **Critical Initiatives** detail a relevant need and guide the implementation of activities.
- **Activities** are...
  - Action-oriented
  - Measurable/accountable
  - Specific
  - Evidence-based

- **Activities** are those incremental tasks that help to implement initiatives and move toward achieving the goal.
- Require evidence that is observable in a classroom, not just found in a box.
- Involve more than just math and language arts teachers.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td><em>Increase academic achievement and growth</em></td>
</tr>
<tr>
<td>Critical Initiative</td>
<td><em>Implementation of high impact instructional strategies</em></td>
</tr>
<tr>
<td>Activity</td>
<td><em>Hire Interventionist for small group instruction</em></td>
</tr>
<tr>
<td>Financial Resources/Source</td>
<td><em>Interventionist Salary /CSI Funds - be sure to include $ amount</em></td>
</tr>
<tr>
<td>Activity Measure</td>
<td><em>Common Assessment Data/Progress Monitoring Data/Observations</em></td>
</tr>
<tr>
<td>Theme</td>
<td>Climate and Culture</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Objective</td>
<td>Improve School Culture</td>
</tr>
<tr>
<td>Critical Initiative</td>
<td>Address the SEL needs of students</td>
</tr>
<tr>
<td>Activity</td>
<td>Employ Social Worker</td>
</tr>
<tr>
<td>Financial Resources/Source</td>
<td>Salary/CSI Funds</td>
</tr>
<tr>
<td>Activity Measure</td>
<td>Time Sheets/Contact Logs/Surveys, etc.</td>
</tr>
</tbody>
</table>
03 Monitor Your Plan
## ACIP Checkpoint Dates

<table>
<thead>
<tr>
<th>Gather Data, Plan, &amp; Revise</th>
<th>Implement</th>
<th>Reflect, Revise, &amp; Implement</th>
<th>Reflect, Project, and Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>October</td>
<td>January</td>
<td>April</td>
</tr>
<tr>
<td>July</td>
<td>November</td>
<td>February</td>
<td>May</td>
</tr>
<tr>
<td>August</td>
<td>December</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Progress Monitor Card Template

**Objective 1. Critical Initiative 1.1**

<table>
<thead>
<tr>
<th>Progress Monitor</th>
<th>Target Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Initiative</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Launch Date</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Current Target</th>
<th>Benchmarks</th>
<th>Status/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED ACIP COMPONENTS

Data from survey results assist with developing a school’s needs assessment.

The Title I Diagnostic can be found under the ALSDE Content Tab in eProve Diagnostics. The Title I Diagnostic is for Title I Schools only.

Both Title I and Non-Title Schools must complete an ACIP in eProve Strategies.

Teach Surveys or Inventories
Title I Schools and Non-Title Schools
Students may use any teacher survey/inventory found under the Advanced/Non-Cognia Certified Content Tab or utilize another survey of their choice.

Schoolwide or Targeted Assistance Title I Accountability Plan:

Title I Schools Only

Schoolwide or Targeted Assistance Title I Autonomous Accountability Plan:

Title I Schools Only

The Annual Implementation Plan within eProve Strategies will function as your school’s yearly plan.

Title I Schools and Non-Title Schools

Schoolwide or Targeted Assistance Title I and Family Engagement Plan:

Title I Schools Only

Schoolwide or Targeted Assistance Title I Coordination of Resources/Comprehensive Budget:

Title I Schools Only

Table of Title I Schools ACIP Checklist:

- Administer Title I Parent Surveys (Spring or Fall)
- Administer Student Surveys (Spring or Fall)
- Complete applicable Title I Diagnostic (Schoolwide or Targeted Assistance)
- Complete plan in eProve Strategies

ACIP Review for Cognia Strategies for ATSI and Non-ATSI Schools

This reflection document was designed to assist schools and districts in preparing and reviewing their ACIP plans. Schools and LEAs can copy this form and edit it to meet their specific needs and district expectations.

Strategic Themes, Objectives, & Critical Initiatives

- Clearly defined and based on needs identified by data and Report Card accountability criteria
- Prioritized based on importance, impact, and urgency
- Ambitious but achievable
- Measurable
- Focused on increasing student learning and changing adult practices
- Addresses all students, not just at-risk or subgroups

CSI ACIP Rubric for Cognia Strategies

This reflection document was designed to assist schools and districts in preparing and reviewing their ACIP plans. Schools and LEAs can copy this form and edit it to meet their specific needs and district expectations.

Strategic Themes, Objectives, & Critical Initiatives

- Clearly defined and based on needs identified by data and Report Card accountability criteria
- Prioritized based on importance, impact, and urgency
- Ambitious but achievable
- Measurable
- Focused on increasing student learning and changing adult practices
- Addresses all students, not just at-risk or subgroups
Additional ACIP Presentations from OSI

Hindsight IS 2020
Looking Back and Moving Forward with Your Continuous Improvement Plan

MidYear Reviews.... During a Pandemic

ACIP End-of-Year Guidance

Images are Hyperlinks to Presentations!
Chat with Us During Office Hours!

Sign-Up Here

If you would like additional support but cannot meet this afternoon, you can schedule a time with us by completing the OSI Support Request Form.
Reflection & Attendance Form
We Are Here For You!

mshields@alsde.edu
kanderson1@alsde.edu
marcy.burroughs@alsde.edu
wendy.arnold@alsde.edu

anthony.buckner@alsde.edu
kknight@alsde.edu

william.jones@alsde.edu
joseph.garner@alsde.edu

We Are Here For You!
MANY THANKS!

Any questions?
You can find us at:

◆ @ALSDEOSI
◆ 334.694.4979