



## 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  | Yes/No |
|---|--------|
| Clearly defined and based on needs identified by data and Report Card accountability criteria   |        |
| Prioritized based on importance, impact, and urgency  |        |
| Concise<br><i>Suggested: 2-4 Themes, 1-3 Objectives in Each Theme, 2-5 Critical Initiatives in Each Objective (see example below)</i> |        |
| Ambitious, but achievable   |        |
| Measurable  |        |
| Focused on increasing student learning and changing adult practices (evidence-based)  |        |
| Addresses all students, not just those at-risk or subgroups   |        |
| Updated to reflect current practices (if the plan was copied from the previous year)  |        |

**Additional comments:**

## What must be completed before Fall ACIP Review Deadline (TBA)?

- Strategies should be completed through the *Design Implementation Plan* (in Implementing phase) for Fall ACIP Reviews. In the Envisioning Phase, *Determine Current Reality* and *Explore the Future* are currently optional (see image on right).
  - The *Enact and Monitor Progress and Evaluating Phase* are enacted later.
- LEAs are responsible for reviewing and monitoring their schools' ATSI Plans.
- **Required ACIP Components One Pager for Title and Non-Title Schools**
- Be reminded that additional requirements may be included if going through accreditation or monitoring.

The image shows a vertical flowchart on the left and a detailed view of the 'Implementing Phase' on the right. The flowchart is divided into four main phases: Envisioning, Planning, Implementing, and Evaluating. Each phase contains several sub-tasks, each with a red circle icon. In the 'Implementing' phase, three red arrows point from red callout boxes to the tasks 'Design Implementation Plan', 'Enact and Monitor Progress', and 'Evaluating'. The 'Design Implementation Plan' task is highlighted with a red bar. The 'Implementing Phase' section on the right includes a title, a sub-section 'Design Implementation Plan', a paragraph of text, a 'Download the guide' link, a 'Review your Critical Initiatives' section with a dropdown menu showing 'All Critical Initiatives Selected', and a 'Critical Initiative' card with details like 'Teachers will assist students in', 'Start Date: 01', and 'Objective: St'. Below this is an 'Activity' table with columns for 'Activity' and 'Activity Me'.

**Envisioning**

- Determine Current Reality
- Explore The Future
- Synthesize Results

**Planning**

- Create Objectives and Critical Initiatives
- Identify Outcomes and Key Measures
- Develop Strategy Map
- Develop Annual Plan

**Implementing**

- Design Implementation Plan
- Assign and Communicate Responsibilities
- Enact and Monitor Progress

**Evaluating**

- Determine Impact of Critical Initiatives
- Judge Success of Annual Plan
- Address Implications for Future Work

**Implementing Phase**

**Design Implementation Plan**

The Implementing Phase directs you  
To create the Annual Implementatic  
Use the drop-down menu to narrow

[Download the guide](#) to learn r

Review your Critical Initiatives di

All Critical Initiatives Selected (

**Critical Initiative**

Teachers will assist students in

Start Date: 01  
Objective: St

**Activity**

Activity Me

# Review Rubric

## Accountability Indicators

*If an ATSI School, these indicators should be explicitly addressed within the ACIP for the identified ATSI subgroup(s). Subgroup interventions and initiatives can be addressed within the critical initiatives and/or activities (i.e. Co-Teaching, Attendance Incentives, Student Exit Conferences, etc.).*

| <b>Report Card Indicators</b>   | <b>Evidence / Notes</b> | <b>Rating (1-4)</b> |
|---------------------------------|-------------------------|---------------------|
| Student Achievement             |                         |                     |
| Student Growth                  |                         |                     |
| Chronic Absence                 |                         |                     |
| Graduation Rate (if applicable) |                         |                     |
| CCR (if applicable)             |                         |                     |
| ESL (if applicable)             |                         |                     |

| <b>Level 1</b><br>Limited to No Evidence  | <b>Level 2</b><br>Less than Compelling Evidence   | <b>Level 3</b><br>Clear Evidence   | <b>Level 4</b><br>Clear, Consistent, and Convincing Evidence  |
|---|---|--|---|
| Strategic themes are not aligned to data and do not appear to address the accountability criteria on the Alabama State Report Card for identified ATSI subgroup(s). | Strategic themes are somewhat aligned to prioritized needs and address of few of the indicators on the Alabama State Report Card for identified ATSI subgroup(s). | Strategic themes are aligned to data and address identified areas of need, including accountability criteria on the Alabama State Report Card for identified ATSI subgroup(s). | Each critical initiative is carefully defined, and there is evidence of alignment between the objectives, strategic themes and activities of the plan. Strategies addressing needs as they relate to accountability indicators for identified ATSI subgroup(s) are seamlessly integrated throughout the plan. |

## Data-Informed (Planning, Implementing, and Evaluating Phases)

*Strategic themes, objectives, critical initiatives, and activities are informed by academic and non-academic data.*

| <b>Data Sources</b> | <b>Evidence / Notes</b>     | <b>Rating (1-4)</b> |
|---------------------|-----------------------------|---------------------|
| Academic Data       |                             |                     |
| Non-Academic Data   |                             |                     |
| Stakeholder Data    |                             |                     |
|                     | <i>Add lines as needed.</i> |                     |

| <b>Level 1</b><br>Limited to No Evidence                                     | <b>Level 2</b><br>Less than Compelling Evidence                    | <b>Level 3</b><br>Clear Evidence  | <b>Level 4</b><br>Clear, Consistent, and Convincing Evidence   |
|--|--|---|--|
| Activities are not aligned to data and do not address the needs of students. | Some activities are defined, and address needs identified by data. | Most activities are clearly described, and address needs identified by multiple sources of data, including non-academic data. | All activities are clearly described, and address needs identified by multiple sources of data, including non-academic data. |

## Progress Monitoring & Evaluating

*Processes and structures are in place to implement, and progress monitor the effectiveness of the plan, including interventions in place for identified ATSI subgroup(s).*

| <b>Report Card Indicators</b>   | <b>Evidence / Notes</b>     | <b>Rating (1-4)</b> |
|---------------------------------|-----------------------------|---------------------|
| Student Achievement             |                             |                     |
| Student Growth                  |                             |                     |
| Chronic Absence                 |                             |                     |
| Graduation Rate (if applicable) |                             |                     |
| CCR (if applicable)             |                             |                     |
| ESL (if applicable)             |                             |                     |
|                                 | <i>Add lines as needed.</i> |                     |

| <b>Level 1</b><br>Limited to No Evidence  | <b>Level 2</b><br>Less than Compelling Evidence   | <b>Level 3</b><br>Clear Evidence   | <b>Level 4</b><br>Clear, Consistent, and Convincing Evidence   |
|---|---|--|--|
| The ACIP provides little to no evidence of a process of implementation, monitoring, and evaluation for identified critical initiatives. Specific roles for all personnel accountable for leading the implementation are not defined and assigned. | The ACIP provides some evidence of a process of implementation, monitoring, and evaluation for all identified critical initiatives. | The ACIP provides evidence of a process of implementation, monitoring, and evaluation for all identified critical initiatives. Specific roles for personnel accountable for leading the implementation are assigned. | The ACIP provides evidence of a clear and defined process of implementation, monitoring, and evaluation for all identified critical initiatives. Specific roles for all personnel accountable for leading the implementation are defined and assigned. |

**ACIP Example for ATSI Elementary School with SPE and EL Identified Subgroups**  
*Report Card Indicators and Subgroups Highlighted in Yellow.*

Theme #1: Learning Supports

- Objective: General Statement about **Learning Supports** (*think of it as a goal statement, and begin with a verb*)
  - Critical Initiatives (*Begin with a verb*):
    - Social Emotional Learning Critical Initiative
      - Activities: Zones of Regulation, Inclusion and Safety Practices, Reset Strategies (Reset Rooms, Deescalating Techniques, etc.)
    - **Attendance** Critical Initiative
      - Activities: Attendance Rewards, Parent Volunteer, Mitigating Procedures (calling parents, home visits, etc).
    - Parent and Community Involvement Critical Initiative
      - Activities: Parent Night, social media, Student-Led Grading Conferences with Parents

Theme #2: **Student Achievement**

- Objective #1: General Statement about Improving **Literacy Proficiency** (think of it as a goal statement, and begin with a verb)
- - Critical Initiatives (*Begin with a verb*)
    - Professional Learning Critical Initiative

- Activities: PLC, LETRS Training for teachers and administrators, Coaching Communities, Orton, Gillingham, Instructional Rounds, Pineapple Charts, **ESL PL, SPE PL**
  - Differentiated Instruction Critical Initiative
      - Activities: Small Group Instruction, Content Literacy Activities, Embedded Formative Assessments, **Data Meetings, Co-Teaching and Co-Planning (with ESL and/or SPE)**
- Objective #2: General Statement about Improving **Math Proficiency** (think of it as a goal statement, and begin with a verb)
  - Critical Initiatives (*Begin with a verb*)
    - Professional Learning Critical Initiative
      - Activities: PLC, OGAP and AMSTI PL, Instructional Rounds, Pineapple Charts, **ESL PL, SPE PL**
    - Differentiated Instruction Critical Initiative
      - Activities: Small Group Instruction, Embedded Formative Assessments, **Data Meetings, Co-Teaching and Co-Planning (with ESL and/or SPE)**, Tutoring and/or After School Programs, Specific AMSTI and/or OGAP strategies

# Continuous Improvement System

