



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	Yes/No
Clearly defined and based on needs identified by data and Report Card accountability criteria	
Prioritized based on importance, impact, and urgency	
Concise <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	
Addresses all students, not just those at-risk or subgroups	
Updated to reflect current practices (if the plan was copied from the previous year).	
*Coordination of Resources Completed in Diagnostics (with CSI funds explicitly addressed)	

**District Federal Programs Director is required to ensure that each CSI school's Coordination of Resources in Title I Schoolwide Diagnostics is uploaded and reflects CSI spending.*

Additional comments:

What must be completed before Fall ACIP Review Deadline (October 15)?

- 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 (ALSDE Federal Programs document)
- Be reminded that additional requirements may be included if going through accreditation or monitoring.

For additional information and resources:

- [Cognia Resource Site](#)
- See Sample ATSI ACIP Outline Below Rubric

The image shows a vertical flowchart of the ACIP implementation process, divided into five phases: Envisioning, Planning, Implementing, Evaluating, and a final Evaluating phase. The 'Implementing' phase is highlighted with a red bar. Red arrows point from two red callout boxes to specific tasks in the 'Implementing' and 'Evaluating' phases.

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 Implementation Plan. Use the drop-down menu to narrow your search.

[Download the guide](#) to learn more.

Review your Critical Initiatives directly in the system.

All Critical Initiatives Selected (0)

Critical Initiative

Teachers will assist students in...

Start Date: 01/01/2020

Objective: Student Learning Objectives

Activity

Activity Name: ...

Activity Me: ...

Teacher: ...

Complete for Fall ACIP Review

Progress Monitoring and Evaluating Completed During the Remainder of the School Year

Accountability Indicators

These indicators should be explicitly addressed within the Strategic Themes.

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

Level 1 Limited to No Evidence	Level 2 Less than Compelling Evidence	Level 3 Clear Evidence	Level 4 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.	Strategic themes are somewhat aligned to prioritized needs and address of few of the indicators on the Alabama State Report Card.	Strategic themes are aligned to data and address identified areas of need, including accountability criteria on the Alabama State Report Card.	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 are seamlessly integrated throughout the plan.

Data-Informed

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

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

Level 1 Limited to No Evidence	Level 2 Less than Compelling Evidence	Level 3 Clear Evidence	Level 4 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.	Some activities are defined, and address needs identified by data.	All activities are clearly described, and address needs identified by multiple sources of data, including non-academic data.

Implementing and Progress Monitoring (Key Measures and Evaluating)

Processes and structures are in place to implement, and progress monitor the effectiveness of the plan in regard to the Report Card Accountability Indicators.

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

Level 1 Limited to No Evidence	Level 2 Less than Compelling Evidence	Level 3 Clear Evidence	Level 4 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.

CSI Funding

CSI Funds are directly aligned to the State Report Card accountability criteria.

SA = Student Achievement, SG = Student Growth, CA = Chronic Absence, GR = Graduation Rate, CR = College Readiness, EL = English Learner

CSI Expenditure List <i>List by Line Item Each Expenditure</i>	Amount	Corresponding Accountability Criteria	Rating (1-4)
1.			
2.			
3. <i>Add more lines as needed. Replicate chart for other Title funds if desired.</i>			

Level 1 Limited to No Evidence	Level 2 Less than Compelling Evidence	Level 3 Clear Evidence	Level 4 Clear, Consistent, and Convincing Evidence
CSI Funding expenditures are not addressed and/or are not aligned to identified needs.	CSI Funding expenditures are partially allowable (does not align with strategy or theme), and resources are not targeted to reach objectives.	The assigned resources are allowable. CSI monies have been identified to support implementation. Most resources are targeted to reach objectives.	The assigned resources are allowable, and CSI monies have been explicitly identified to support implementation. All resources are targeted to reach objectives.

ACIP Outline Example for CSI Elementary School

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 and Growth**

- 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