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

With Help From:

OnTheRoad with Steve Hartman
MEET THE OSI GANG

Dr. Melissa Shields  
mshields@alsde.edu

Meg Lowry  
mlowry@alsde.edu

Dr. Karen Anderson  
kanderson1@alsde.edu

Kathleen Knight  
kknight@alsde.edu

Dr. Joseph Garner  
joseph.garner@alsde.edu

Dr. Marcy Burroughs  
marcy.burroughs@alsde.edu

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

Wendy Arnold  
wendy.arnold@alsde.edu

Taurus Smith  
taurus.smith@alsde.edu

William Jones  
william.jones@alsde.edu
Follow Along Connect with Us

https://bit.ly/3yINb1E

@ALSDEOSI
@WKJones89
@TaurusSmith78

#MEGA2021 #Hindsight #MovingForward #OnTheRoad
Crafting a high-quality, applicable continuous improvement plan requires teamwork.
School Leadership Team

+ +

- Representation of key stakeholder groups on the school leadership team is critical to effective communication both within and externally to the leadership team.

- Stakeholder groups to consider for inclusion on the school leadership team:
  - Students
  - Teachers
  - Parents
  - Community Members
  - Counselors
  - Social Workers
  - Leaders
School Leadership Team Reflection Questions

- Are all stakeholder groups represented?
- If not, which groups are you missing?
- Are there stakeholder groups over or underrepresented?
- Are there experts representing areas of need?
- Does your school leadership team need to be modified?
- If so, what is your plan to make those needed adjustments?
School Leadership Team Criteria to Consider

- **Eagerness to Promote Change**: Individuals committed to school improvement
- **Leadership Skills**: Individuals who are proven leaders in the school
- **Credibility**: Individuals who are influential among the other staff members
- **Expertise**: Individuals who have demonstrated knowledge and experience that will support school improvement
Develop Norms to Guide Discussions, Data Analysis, and Team Collaboration

Sample Team Norms Might Include:

- Focus on Growth and Improvement
- Seek Clarification in Language and Ideas
- Always assume Positive Intent
- Operate in a Culture of Candor
- Be Receptive and Respectful of other opinions and ideas
- Share Experiences and Learn from each other
- Publicly support ALL group decisions
Data shape the picture of our current reality and establish the priorities for our work.
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
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What data do we already have?</td>
<td></td>
</tr>
<tr>
<td>What initiatives are we already implementing?</td>
<td></td>
</tr>
<tr>
<td>What is our current approach to goal planning?</td>
<td></td>
</tr>
</tbody>
</table>
## Progress With Data Use

<table>
<thead>
<tr>
<th>Needs Attention</th>
<th>Progressing</th>
<th>Skillful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of data is considered the principal's job.</td>
<td>Use of data is considered the responsibility of a designated group or team.</td>
<td>All staff engage in periodic, scheduled data discussions.</td>
</tr>
<tr>
<td>Principal relies on district staff to interpret data.</td>
<td>Principal has developed basic assessment literacy.</td>
<td>Principal leads data discussions and models both understanding of the data and inquiry about them.</td>
</tr>
<tr>
<td>Principal distributes test results to tested grades only.</td>
<td>Principal forms vertical data team and is actively involved in data analysis.</td>
<td></td>
</tr>
<tr>
<td>Principal urges teachers to work together.</td>
<td>Principal honors district directives about use of time for collaboration.</td>
<td>Principal redirects time to ensure data-enhanced teacher collaboration.</td>
</tr>
<tr>
<td>Principal leads data use focused on annual state test results.</td>
<td>Data use includes state and district assessments and other state-required data (for example, attendance, suspensions).</td>
<td>Data use includes multiple measures of student learning, plus objective and subjective data regarding students, staff, and family and community factors.</td>
</tr>
<tr>
<td>Principal assumes that initial training ensures implementation.</td>
<td>Principal and staff agree on indicators of implementation and methods of gathering evidence.</td>
<td></td>
</tr>
<tr>
<td>Teachers give textbook-related tests, record grades, and move on.</td>
<td>Teachers develop or select and give formative assessments based on most essential concepts and skills.</td>
<td></td>
</tr>
<tr>
<td>Principal completes formal evaluations as required.</td>
<td>Principal completes formal evaluation cycles and makes frequent informal classroom visits.</td>
<td></td>
</tr>
<tr>
<td>Principal meets district directives for use of data.</td>
<td>Principal sets goals for leadership that match schoolwide goals for student learning.</td>
<td></td>
</tr>
<tr>
<td>Principal is transparent and models use of data to set goals and document professional growth.</td>
<td>Principal engages staff in discussions of evidence of student learning.</td>
<td></td>
</tr>
</tbody>
</table>
Data 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 our effectiveness?
Identifying Key Data Measures

- 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.**
# Ideas Regarding Possible Data Sources

<table>
<thead>
<tr>
<th>Learners &amp; Parents</th>
<th>Support Systems</th>
<th>Education Professionals</th>
<th>Schools &amp; Systems</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 Effectiveness</td>
<td>• Community Engagement</td>
</tr>
<tr>
<td>• Achievement Gaps</td>
<td>• Attendance</td>
<td>• Recruitment &amp; Retention</td>
<td>• Professional Development</td>
</tr>
<tr>
<td>• College &amp; Career Readiness</td>
<td>• Discipline</td>
<td></td>
<td>• Continuous Improvement Plan</td>
</tr>
<tr>
<td>• Demographics</td>
<td>• Intervention</td>
<td></td>
<td>• School Finance</td>
</tr>
<tr>
<td>• Perception</td>
<td>• Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Family Engagement</td>
<td>• Guidance &amp; Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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
Examine Effect Data AND Cause Data

<table>
<thead>
<tr>
<th>Effect Data</th>
<th>Cause Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Outcomes or results</td>
<td>→ Professional practices that create specific effects or results</td>
</tr>
<tr>
<td>◆ Scantron, ACT, College Remediation, etc.</td>
<td>◆ Instructional rounds, strategic teaching, vertical teaming, lesson plans, etc.</td>
</tr>
<tr>
<td>→ Teams will most often collect EFFECT data – data about student performance and achievement</td>
<td>→ It is necessary to collect CAUSE data – data about adult actions</td>
</tr>
</tbody>
</table>
Data Conversations: Monitor Bias

- 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* over *accountability*.
Additional Data Related Resources

User-Friendly Resources for School Data Discussions in Alabama

Matthew B. Courtney, Ed.D.

Figure 1.2: Data Collection Protocol

School Improvement for All Data Collection Protocol
Provide the following school and student demographic data as available.

IC Map of Data Use
National Post-Pandemic Data

- Curriculum Associates’ i-Ready Diagnostic assessment reported starker disparities across groups. According to McKinsey’s analysis of that data, students in the fall 2020 sample “learned only 67 percent of the math and 87 percent of the reading that grade-level peers would typically have learned.” That translated into a three-month loss in learning in math, and one-and-a-half months in reading. Those losses were “especially acute,” however, in schools predominantly serving students of color.

- Renaissance found that by winter, late elementary and early middle school students were still “about 8–11 weeks behind midyear expectations” in math, while middle schoolers were “about 6–10 weeks behind expectations” in reading.
National Post-Pandemic Data

- For Black, Latinx, and American Indian/Alaska Native students, growth in math and reading did not recover from fall to winter—unlike the growth seen by their white and Asian peers. And by the middle of the 2020-21 school year, students of color were even further from meeting pre-pandemic growth expectations than they were in the beginning of the school year. As a result, Renaissance warned that these “students with slower-than-typical within-year growth rates”—including students of color as well as English learners, students with disabilities, and those attending urban or Title I schools—were all disproportionately “at-risk for falling farther behind.”
Needs Assessments
What processes do you have in place for teachers, parents, and students to bring attention to areas of need?
Cognia Surveys & Inventories to Consider Using:

**Student**
- Climate & Culture
- Back to School Readiness
- Student Engagement
- Student Survey for Schools

**Staff**
- Climate & Culture
- Back to School Readiness
- Staff Survey for Schools
- School Quality Factors Diagnostic

**Family & Community**
- Climate & Culture
- Back to School Readiness
- Community Engagement
- Family Engagement
- Parent Survey for Schools
Crafting Priority Statements

- 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
<table>
<thead>
<tr>
<th>Condition</th>
<th>Condition Present? (Y/N)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To <strong>whom</strong> does it happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What</strong> is the nature of the priority? What happened?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> and <strong>when</strong> does it occur?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a defined <strong>gap</strong>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does it <strong>affect</strong> or connect to our desired state?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step Output. Priority Statement:
The improvement process is cyclical. We begin where we ended. It’s time to sort, save, and scrap.
Conduct an Educational Garage Sale

❖ The “Garage Sale” is a protocol that can be used to help teams categorize, reflect, and plan.

❖ Steps:

➢ List the practices, ceremonies, and policies in your school (activities in your plan).

➢ Reflect and discuss: What should be archived, kept, repaired, or discarded?

➢ Follow through (archive, keep, repair, or discard)!
Garage Sale Sorting Categories

**Museum**
These are practices or activities that served the school well but need to be “retired” to a place of honor.

**Not-For-Sale**
These practices or activities are essential towards meeting our goals - they are important to keep, update, and reuse.

**Repair Shop**
These are practices or activities that made little to no impact and need some further discussion, collaboration, repair, or improvement.

**Garbage**
These are practices or activities that need to be thrown out. They no longer serve their purpose or they were not impactful.

**Toxic Waste**
These are practices or activities that had a negative impact.
*Discard responsibly!*
Every staff member has “real estate” in the CIP. Generating investment and commitment to the work is paramount to the success of the improvement cycle.
ACIP Cognia Terminology & Pyramid Map

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

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

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

4. **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)

5. **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)

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

7. **Activity Measure**
   - A specific source of data used to evaluate the effectiveness of activities
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 AND changing adult practices.
- Should address all students, not just those at-risk or subgroups.
Continuous Improvement
Plan Objectives

Check to ensure the following are present:

- Academic (specific to subgroup & subjects)
- Organizational (non-academic criteria)
- Growth and Achievement - Continuous Improvement
- Gap – Increase Achievement (include SPE and ESL)
- Graduation – Increase Graduation Rate
- College and Career-Readiness
- Teacher and Principal Effectiveness
- Goals Based on Data
Everyone in your building has “real estate” in the CIP and should contribute to the creation, monitoring, and evaluation of the plan. One of the most efficient ways to achieve this level of investment is through a tiered approach to improvement. Professional Learning Communities (PLCs) should be implementing their own version of the improvement cycle. Their work is then included in your school-wide plan.

PLCs can be separated in numerous ways. Depending on how PLCs are organized (grade level, content area, professional learning needs), then their contribution to the plan varies.

PLCs should:

- Provide to the school leadership team data related to the factor by which the group is organized (Ex. Math PLC provides the leadership team data related to math performance)
- Analysis of the data submitted (Ex. 3rd Grade PLC identifies areas of need in 3rd Grade Cohort)
- Submit SMART Goals related to how the PLC will address the identified needs as highlighted in the data analysis (Ex. New Teacher PLC presents plan for PD to address needs of new hires)
Well-written goals are...

- **Specific.** Goals should be detailed and explicit.
- **Measurable.** Goals should articulate a desired outcome and how that outcome will be measured.
- **Attainable.** Push yourself past your comfort zone, but be realistic and attainable by keeping goals to a minimum.
- **Relevant and Data-Based.** Goals should be based on evidence of need.
- **Time Bound.** Create a sense of urgency by defining when the goal will become reality.
- **Collaboratively Developed.** Goals should be developed with input from all stakeholders.
Notes on Goal Setting

- **Steer clear of an “everything agenda,”** which can become an “energy vampire” that sucks all our energy and leaves us tired and frustrated because we can never fully accomplish what we hope to do (Smart Schools, David Perkins).

- Keep in mind that the team is **writing a school improvement plan, not a school operation plan.**

- In general, it is better to **implement a handful of research-based strategies** well than to try to implement many strategies incompletely or ineffectively.

- A focused school plan, including a limited number of powerful strategies, can turn an “everything agenda” into a **“student achievement” agenda.**
05 THE TRUTH, NOT A TROPHY

Our CIPs should guide our improvement work. It is not a static trophy of compliance, but rather a series of strategies and action steps.
eProve Four Phases

1. **ENVISIONING**
   Expands an institution’s view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

2. **PLANNING**
   Work toward the development of your institution’s long- and short-term continuous improvement plan.

3. **IMPLEMENTING**
   Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

4. **EVALUATING**
   Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.
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
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.
SAMPLES
“Moving” CIP to Next Year

Create a New Plan with information imported from ALSDE Plan.

Step 1:
Please review your current Vision, Mission, and Belief Statements. If there are no changes check the box to include your new plan. Next, add the Priority Statement(s) that will continue to connect to your new plan. Then select “Next” to proceed.

Vision, Mission, and Belief Statement

☐ Check box to include the Vision, Mission, and Belief Statements

Add Priority Statement(s)*

Select one or more Priority Statements

* Indicates required field
Write ONE Priority Statement for Each Theme (Goal)
Culture Shift - If many people work together to achieve extraordinary results, then positive school culture and climate ....

1. ____________________________
   Priority Statement: (Use If, Then)

2. ____________________________
   Priority Statement: (Use If, Then)

3. ____________________________
   Priority Statement: (Use If, Then)

4. ____________________________ (if needed)
   Priority Statement: (Use If, Then)

For each Theme, identify ONE Objective. Within that Objective, identify Critical Initiatives (formerly strategies), Activities, and Key Measure(s).

Example Below:

Theme #1
- Objective
  - Critical Initiatives (Strategies)
    - Activity(ies) - Includes Description, Tags, Person Responsible, Funding, Dates

Theme #2
- Objective
  - Critical Initiatives (Strategies)
    - Activity(ies)
Envisioning Phase

The Envisioning Phase expands an institution's view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning. In this phase, specific actions guide you toward deeply understanding your institution and its community. When the work of envisioning is completed, your institution is better equipped to shape the direction for its long- and short-term Priorities, Objectives, and Critical Initiatives.

In this Envisioning subphase, the institution determines its Priorities and Strategic Themes and ensures there is alignment with its Vision, Mission and Beliefs.

Download the guide to learn about the Envisioning Phase.

1. Institution’s Vision:
   Preparing Our Student for Their Future

2. Institution’s Mission:
   Provide a rigorous, relevant education in a student-centered environment that produces college & career ready graduates.

3. Institution’s Beliefs:
### Strategic Themes and Priority Statements

**Limit Strategic Themes to 3-5**

<table>
<thead>
<tr>
<th>Priority Statement</th>
<th>Strategic Theme</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Student Literacy Proficiency and Reduce Identified Learning Gaps</td>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td>Improve Student Proficiency in Math and Reduce Identified Learning Gaps</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Involve Community, Parents, and Educators in serving Whole Child</td>
<td>Learning Supports</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Statement</th>
<th>Strategic Theme</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective instructional practice must be identified and supported at the school,</td>
<td>Instr. Transformation</td>
<td></td>
</tr>
<tr>
<td>district, and broader system level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnaround leaders drive initiatives to facilitate rapid, significant improvement</td>
<td>Turnaround Leadership</td>
<td></td>
</tr>
<tr>
<td>for low-performing schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnaround requires competent and committed personnel at every level and in every</td>
<td>Talent Development</td>
<td></td>
</tr>
<tr>
<td>position.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A successful turnaround depends on many people working together to achieve</td>
<td>Culture Shift</td>
<td></td>
</tr>
<tr>
<td>extraordinary results.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objectives / Critical Initiatives

**Objective**

Improve Student Literacy Proficiency and Reduce Identified Learning Gaps

**Critical Initiative**

Utilize longitudinal and formative data to address all students' needs and reduce any special population gaps.

**Critical Initiative**

Increased Complexity in Reading and Writing (All Content Areas)

**Critical Initiative**

Successfully implement strategic teaching strategies, including tiered instruction and formative assessments.

**Critical Initiative**

Provide authentic and ongoing literacy (inc. content literacy) professional learning opportunities for teachers and leaders.
<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>Provide each student with a personalized learning pathway based on data</td>
</tr>
<tr>
<td>Activity</td>
<td>Purchase i-Ready comprehensive assessment and instruction program</td>
</tr>
<tr>
<td>Financial Resources/Source</td>
<td>Title Funds – be sure to include $ amount</td>
</tr>
<tr>
<td>Activity Measure</td>
<td>Student usage reports, increased proficiency as documented in i-Ready and on classroom assessments</td>
</tr>
<tr>
<td>Theme</td>
<td>Student Learning</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td><em>Increase academic achievement and growth</em></td>
</tr>
<tr>
<td><strong>Critical Initiative</strong></td>
<td>Implementation of high impact instructional strategies</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><em>Hire Interventionist for small group instruction</em></td>
</tr>
<tr>
<td><strong>Financial Resources/Source</strong></td>
<td>Interventionist Salary /CSI Funds – be sure to include $ amount</td>
</tr>
<tr>
<td><strong>Activity Measure</strong></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><em>Improve School Culture</em></td>
</tr>
<tr>
<td>Critical Initiative</td>
<td><em>Address the SEL needs of students</em></td>
</tr>
<tr>
<td>Activity</td>
<td><em>Employ Social Worker</em></td>
</tr>
<tr>
<td>Financial Resources/Source</td>
<td><em>Salary/CSI Funds</em></td>
</tr>
<tr>
<td>Activity Measure</td>
<td><em>Time Sheets/Contact Logs/Surveys, etc.</em></td>
</tr>
</tbody>
</table>
Intended Outcomes and Key Measures for Critical Initiatives

Use Priorities to create Objectives and identify Strategic Themes.

As you engage in continuous improvement planning, you will want to indicate the Intended Outcomes and Key Measures that will determine the success of each Critical Initiative. The Intended Outcomes guide the institution toward the results it expects while the Key Measures are indicators that track progress toward the Critical Initiatives. Once this step is complete for each Critical Initiative, you will have the necessary elements for the development of your institution's Strategy Map.

Download the guide to learn more about identifying Key Measures and the importance of your institution’s Strategy Map.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Student Literacy Proficiency and Reduce Identified Learning Gaps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Complexity in Reading and Writing (All Content Areas)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Outcome(s)</th>
<th>Key Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add Intended Outcome</td>
<td>Add Key Measure</td>
</tr>
</tbody>
</table>
RESOURCES FOR SUCCESS

Every situation is different, but let’s talk about ideas, resources, interventions, and supports we’ve found to be successful.
Select topics to **Find What Works** based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary
Evidence for ESSA

Find Evidence-Based PK-12 Programs

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.
inFocus:
A Guide for Strategic Thinking and Improvement Planning
Cognia Improvement Network

Resource Pages

As you engage in your continuous improvement journey, we have the resources and tools to help you manage the process. Some available resources and tools include access to policies and procedures, Performance Standards, Diagnostics, Engagement Review details and eProve tutorials.

- Catholic Schools and Systems
- Charter School Authorizers
- Corporations/Corporation Systems
- Digital Learning Institutions
- Early Learning Institutions
- Education Service Agencies
- Extended Learning
- Postsecondary Institutions
- Schools
- School Systems
- Special Purpose Institutions
### Required ACIP Components

**Title I Schools ACIP Checklist**
- Administer Title I Parent Survey (Spring or Fall)
- Administer Staff and Student Surveys (Spring or Fall)
- Complete applicable Title I Diagnostic (Schoolwide or Targeted Assistance)
- Complete plan in eProve Strategies

**Non-Title Schools ACIP Checklist**
- Administer Parent Survey (Spring or Fall)
- Administer Staff and Student Surveys (Spring or Fall)
- Complete applicable Title I Diagnostic (Schoolwide or Targeted Assistance)
- Complete plan in eProve Strategies

---

### 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**

<table>
<thead>
<tr>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly defined and based on needs identified by data and Report Card accountability criteria</td>
</tr>
<tr>
<td>Prioritized based on importance, impact, and urgency</td>
</tr>
<tr>
<td>Concrete</td>
</tr>
<tr>
<td>Suggested 2-4 Themes, 1-2 Objectives in Each Theme, 2-5 Critical Initiatives in Each Objective (see example below)</td>
</tr>
<tr>
<td>Ambitious but achievable</td>
</tr>
<tr>
<td>Measurable</td>
</tr>
<tr>
<td>Focused on increasing student learning and changing adult practices</td>
</tr>
<tr>
<td>Addresses all students, not just those at-risk or subgroups</td>
</tr>
</tbody>
</table>

---

### ACIP Review for Cognia Strategies for ATSII and Non-ATSII 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**

<table>
<thead>
<tr>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly defined and based on needs identified by data and Report Card accountability criteria</td>
</tr>
<tr>
<td>Prioritized based on importance, impact, and urgency</td>
</tr>
<tr>
<td>Concrete</td>
</tr>
<tr>
<td>Suggested 2-4 Themes, 1-2 Objectives in Each Theme, 2-5 Critical Initiatives in Each Objective (see example below)</td>
</tr>
<tr>
<td>Ambitious, but achievable</td>
</tr>
<tr>
<td>Measurable</td>
</tr>
<tr>
<td>Focused on increasing student learning and changing adult practices (evidence-based)</td>
</tr>
<tr>
<td>Addresses all students, not just those at-risk or subgroups</td>
</tr>
</tbody>
</table>
Time for a Door Prize!
We are here for you...

mshields@alsde.edu
kanderson1@alsde.edu
taurus.smith@alsde.edu
joseph.garner@alsde.edu

marcy.burroughs@alsde.edu
knight@alsde.edu
william.jones@alsde.edu
mlowry@alsde.edu
wendy.arnold@alsde.edu
anthony.buckner@alsde.edu
MANY THANKS!

Any questions?
You can find us at:

📞 @ALSDEOSI
📞 334.694.4979