In the knowledge-based economy of the future, a dynamic, healthy, and prosperous Alabama will increasingly rely on the education of its population. The first step to realizing that vision is a high-performing system of public schools that challenge all children with world-class expectation for understanding English and its rich literature, mathematics, history, and the requirements of a democracy, the sciences, and the arts. Such a system demands educators with a deep understanding of the subject being taught, a personal allegiance to continuous self-improvement, and a commitment to helping all children find success in school and in their lives thereafter.

It is our collective vision and plan to promote and support such an equitable, accountable, and just system.

**Attributes of Change**

<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Motivation</th>
<th>Resources</th>
<th>Action Plan</th>
<th>= Change</th>
</tr>
</thead>
<tbody>
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</table>

The AL Office of Student Learning is committed to implementing systematic, sustainable change using Knoster's framework for managing complex change. Sections within the OSL have designed Blueprints for Achievement that detail the vision, skills, incentives, resources, and action plans that will support the implementation of the ALSDE’s strategic plan, Alabama Achieves.

**Blueprint for Achievement: Knoster Model for Managing Complex Change**

The AL Office of Student Learning is committed to implementing systematic, sustainable change using Knoster's framework for managing complex change. Sections within the OSL have designed Blueprints for Achievement that detail the vision, skills, incentives, resources, and action plans that will support the implementation of the ALSDE’s strategic plan, Alabama Achieves.

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**Every child. Every chance. Every day.**
Alabama Achieves
Blueprint for Achievement: The Models for Change

Click the images below to view Blueprints for Achievement.

AMSTI
Alabama Math, Science, and Technology Initiative

ARI
ALABAMA READING INITIATIVE
EVERY CHILD. EVERY CHANCE. EVERY DAY

edtech
EDUCATIONAL TECHNOLOGY
ALABAMA STATE DEPARTMENT OF EDUCATION

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**Alabama Achieves**

Blueprint for Achievement: School Turnaround Pillars

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### Alabama School Turnaround Pillars

<table>
<thead>
<tr>
<th>FEDERALLY MANDATED (ESSA)</th>
<th>STATE INITIATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Support Schools (CSI) – Federal</strong></td>
<td><strong>Governor’s Turnaround Initiative</strong></td>
</tr>
<tr>
<td>Lowest 5% on State Report Card or below 67% graduation rate</td>
<td>$10M for improvement</td>
</tr>
<tr>
<td>Receive yearly funding to support interventions</td>
<td>SSM for auxiliary teachers</td>
</tr>
<tr>
<td>Assigned ALSDE staff to provide and support continuous improvement interventions</td>
<td>ALSDE support includes MTSS, coaching, professional learning</td>
</tr>
<tr>
<td>Identified every 3 years</td>
<td>Community and state partnerships, including DMH, DHR, DECE, and the Artistic Literacy Consortium</td>
</tr>
<tr>
<td><strong>Alabama Literacy Act</strong></td>
<td><strong>Alabama Numeracy Act</strong></td>
</tr>
<tr>
<td>Lowest 5% of schools on ACAP Summative Reading</td>
<td>ALSDE support includes coaching, resources, ongoing, and job embedded learning</td>
</tr>
<tr>
<td></td>
<td>Identified every 3 years</td>
</tr>
<tr>
<td><strong>Alabama Accountability Act</strong></td>
<td><strong>Alabama Accountable Schools</strong></td>
</tr>
<tr>
<td>“Failing Schools” first identified in 2013 – bottom 6% combined reading and math proficiency</td>
<td><strong>Limited Support Schools in 2023</strong></td>
</tr>
<tr>
<td>No funding allocated</td>
<td>Identified Annually</td>
</tr>
<tr>
<td>Prioritized ALSDE support</td>
<td>Identified Annually</td>
</tr>
</tbody>
</table>

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**ACRONYMS**

ALSDE: Alabama State Department of Education  
DMH: Department of Mental Health  
ESSA: Every Student Succeeds Act  
MTSS: Multi-Tiered Systems of Support  
DECE: Department of Early Childhood Education  
ACAP: Alabama Comprehensive Assessment Program

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**ESSA Schools**

**Comprehensive Support & Improvement (CSI)**

**WHO is included?**
- Title I School
- Bottom 5% of Title I schools
- Graduation rate that is below 67%
- 60 Schools identified in 2018
- 50 Schools identified in 2022 (22 returning from 2018 list)
- ALSDP partners including GSI, RICs, MTSS, SPED, ARI, AMSTI, etc.

**WHAT supports are provided?**
- Approve, monitor, and review plan
- Provide technical assistance to districts/schools where needed or requested
- Provide funding to support evidence-based interventions

**WHEN do we know? (outcomes)**
- Perform above the bottom 5% of schools receiving Title I, Part A funds
- Show improvement as compared to when the school was originally identified
- Must have a graduation rate at or above 67%

**WHERE are we?**
- 38 of 50 Comprehensive Support and Improvement Schools Exited Status in 2022
- 11% increase in graduation rate from first identification in 2018

**WHY does it matter?**
- Improved graduation rate, academic achievement, academic growth, English Learner proficiency, and attendance
- Students receiving quality education, ensuring they are college, career, and workforce ready through innovative teaching and leading practices

**ACRONYMS**
- ALSDP: Alabama State Department of Education
- MTSS: Multi-Tiered Systems of Support
- SPED: Special Education Services
- AMSTI: Alabama Mathematics, Science, and Technology Initiative

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### Blueprint for Achievement: School Turnaround Pillars

**Alabama Achieves**

**Governor’s Turnaround Schools**

<table>
<thead>
<tr>
<th><strong>WHO</strong> is included?</th>
<th><strong>WHAT</strong> supports are provided?</th>
<th><strong>WHEN</strong> do we know? (outcomes)</th>
<th><strong>WHERE</strong> are we?</th>
<th><strong>WHY</strong> does it matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 schools across the state selected by Governor Ivey</td>
<td>Priority for OSI Commitment to interagency collaboration Wraparound support for academics, behavior, and foundational wellness provided by specialists in each area</td>
<td>Increase in academic proficiency at each site Increase in the integration of arts, mental health, and early childhood services Evidence of sustainability Blueprints created for replication</td>
<td>Decrease in number of Governor’s Schools identified as failing from 13 schools to 3 Decrease in number of Governor’s Schools identified as CSI schools from 9 schools to 4 13 schools showed growth on ELA/Math combined scores on state test</td>
<td>Improved achievement for students Coordination of family, community, and state partners to establish turnaround Ability to recruit/retain highly effective teachers and administrators Establish a statewide model for the turnaround process</td>
</tr>
</tbody>
</table>

**ACRONYMS**

- ALSDE: Alabama State Department of Education
- MTSS: Multi-Tiered Systems of Support
- SPED: Special Education Services
- AMSTI: Alabama Mathematics, Science, and Technology Initiative
- OSI: Office of School Improvement
- RIC: Regional Inservice Centers
- ARI: Alabama Reading Initiative

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## Blueprint for Achievement:
### School Turnaround Pillars

**Alabama Achieves**

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### Alabama Literacy Act – Full Support Schools

<table>
<thead>
<tr>
<th>WHO is included?</th>
<th>WHAT supports are provided?</th>
<th>WHEN do we know? (outcomes)</th>
<th>WHERE are we?</th>
<th>WHY does it matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama Reading Initiative regional specialists provide support for all schools with a K, 1, 2, or 3 the lowest 5% on ACAP reading (evaluated every 3 years) are considered Full Support and receive the most support.</td>
<td>Full funding for a local reading specialist at each school ($80,000) Regional specialist primarily serving each full support school, through a gradual release model, as a resource for professional development to improve literacy instruction and student achievement.</td>
<td>Current full support schools are designated as such from 2022 to 2025. Full Support school status reviewed every three years and will be determined by the results of the state summative assessment. Each full support school will continue to receive intensive support until the school has improved core instruction to the extent that it is no longer among the lowest performing five percent of elementary schools in reading proficiency, as determined by the annual results of the state summative assessment.</td>
<td>In 2022, 35 of the 52 Full Support schools moved to LS1 or LS2 states. Increase the outcome data of the lowest 5% to close achievement gaps and increase overall grade level reading outcomes. Allows ALSDE to put the most focus for the students needing the most support.</td>
<td>Improved achievement for students.</td>
</tr>
<tr>
<td>In 2019, 52 schools identified as full support schools with additional schools in the feeder pattern totaling 55 schools receiving full support. Currently 40 schools plus feeder pattern. Led by Alabama Reading Initiative and supported by many ALSDE offices.</td>
<td>As of fall 2023, all full support receiving on-site LETRS training and support from a National LETRS Consultant for one year. Full support schools receiving on-site training and support from a Regional Literacy Specialist and a Regional Literacy Leadership Specialists, which includes the Science of Reading support.</td>
<td></td>
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</tr>
</tbody>
</table>

**ACRONYMS**

- ACAP: Alabama Comprehensive Assessment Program
- ALSDE: Alabama State Department of Education
Alabama Achieves Blueprint for Achievement: School Turnaround Pillars

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Alabama Numeracy Act – Full Support Schools

**WHO is included?**
- Full Support schools consist of the lowest 5% of public elementary K-5 schools, as measured by the state summative assessment, and any K-2 school that is in the feeder pattern of a grades 3-5 Full Support school.

- Led by Office of Mathematics Improvement and supported by many ALSDE offices.

**WHAT supports are provided?**
- Attending and supporting MTSS through Primary School Teacher meetings, mentoring teachers through Professional Learning Communities meetings, ensuring teachers participate and implement professional development on foundational mathematics, and support implementation of summer math achievement program.

- By the fall of the 2027-2028 school year, a math coach will be assigned to each K-5 School.

**WHEN do we know? (outcomes)**
- Full Support schools are designated annually, according to the state summative assessment, beginning in 2023.

- Required reports, submitted annually indicate progress from year to year (as indicated in the Alabama Numeracy Act).

- Ideally, to include coaching, results in improved math proficiency according to the state summative assessment as described in the required reports, and no further assignment as a Full Support school.

**WHERE are we?**
- 16 Office of Mathematics Regional Coordinators were hired and are working in all Full Support schools performing the supports referenced herein.

- 83 schools identified (19 Full Support and 64 Limited Support) and Office of Mathematics Coordinators supporting all identified schools.

- Each of the 83 identified schools in 17 school districts will receive funding for a math coach who will be trained in the summer of 2023 and begin work in the 2023-2024 school year.

**WHY does it matter?**
- Improved achievement for students.

- Schools identified as Full Support and have received support for three consecutive years are candidates for academic takeover, according to a framework delineated in the Alabama Numeracy Act.

- Most focus for the students needing the most support.

**ACRONYMS**
- ALSDE: Alabama State Department of Education
- MTSS: Multi-Tiered System of Supports
## Alabama Achieves

**Blueprint for Achievement:**

**School Turnaround Pillars**

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### Alabama Accountability Act – “Failing” Schools

<table>
<thead>
<tr>
<th>WHO is included?</th>
<th>WHAT supports are provided?</th>
<th>WHEN do we know? (outcomes)</th>
<th>WHERE are we?</th>
<th>WHY does it matter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom 6% of schools based on combined unweighted ELA and math academic achievement</td>
<td>Technical assistance as requested/needed</td>
<td>No longer in the bottom 6% of schools based on the combined unweighted ELA and math academic achievement</td>
<td>37 of 75 schools in 2020 exited status (due to Covid, no Alabama Accountability Act schools were identified from 2020-2023)</td>
<td>Focus on lowest performing schools in reading and math</td>
</tr>
<tr>
<td>79 Alabama Accountability Act schools in 2023</td>
<td>Priority support from the Office of School Improvement</td>
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<tr>
<td>All identified schools are high poverty and high minority populations</td>
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<tr>
<td>ALSDE partners including OSI, RICs, MTSS, SPED, ARI, AMSTI, etc.</td>
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</table>

### ACRONYMS

- ALSDE: Alabama State Department of Education
- MTSS: Multi-Tiered System of Supports
- SPED: Special Education Office
- ELA: English Language Arts
- OSI: Office of School Improvement
- RIC: Regional Inservice Center
- ARI: Alabama Reading Initiative
- AMSTI: Alabama Math, Science, and Technology Initiative

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