

## District Plan of Support for Federally Identified Schools

The Memoranda of Agreement between LEAs and the GaDOE outline the requirement for LEAs to create a [district plan of support](#), which describes and commits to district-level resources that go above and beyond supports provided to other non-identified schools in the LEA. The goals and priorities outlined in the plan should be specific to the needs of the identified school(s) that resulted in federal identification.

The district plan of support should be reviewed at a minimum on a monthly basis and updated as data indicates.

The district plan of support has two areas of focus:

1. **Overall goals** - should align with the goals outlined in the school's improvement plan
2. **District implementation plan** - details the following elements:
  - a. Identified needs
  - b. District action steps
  - c. Resources
  - d. Timeline
  - e. Position responsible
  - f. Monitoring for implementation
  - g. Monitoring for impact on student achievement
  - h. DES action steps to support implementation

### District Plan of Support Preparation

Prior to the development of the district plan of support, the district team should consider:

- Who should be involved in the development of the plan?
- What criterion (i.e., CCRPI component scores, graduation rate, sub-group) placed the school on the federally identified list?
- What are the specific needs for the identified school(s) based on the comprehensive needs assessment conducted?
- What data will the district use to determine specific action steps for support?
- What resources does the district have to address the identified needs of the school(s)?
- What data tools will the district use to monitor the implementation of the action steps and performance of the students?

### District Plan of Support Development

The district plan of support follows the improvement cycle outlined in the GSCI:

- **Identify Needs** - Consider various data points that inform a root cause analysis to determine specific trends and patterns which resulted in a CSI, TSI, or Promise school identification.

#### Guiding Questions

- What are the specific needs for the identified school(s) based on the comprehensive needs assessment conducted?

- What data will the district use to determine specific action steps for support?
- **Select Interventions** - Based upon the identified needs, conduct a thorough inquiry of evidence-based interventions to define action steps that will lead to continuous improvement that outline the support provided to the federally identified schools that is above and beyond what is provided to all other schools.

Guiding Questions

- What are the district actions to support the needs of the identified school(s)?
- What action steps will the district commit to that support the identified school **above and beyond** what is provided to all schools?
- What is the district's capacity to implement the action steps with fidelity?

The action steps in a district plan of support should affirmatively answer the question, "If we implement this action with fidelity, will the school improve?"

When writing action steps, the following:

- Include who will be completing the action – "*The district will...*"
- Address what the district will do – "*...monitor the implementation of...*"
- Include what is the key element of the action that is congruent to the needs identified – "*...the instructional delivery framework...*"
- Address how the action will take place – "*...by completing learning walks...*"
- Indicate how frequently the action will occur – "*...monthly/once per semester...*"
- State the data collection tool – "*...using the instructional delivery framework look-for document.*"

Example action: "*The district will monitor the implementation of the instructional delivery framework by completing learning walks bi-monthly using the instructional delivery framework look-for document.*"

- **Plan Implementation** - Identify resources that are needed to successfully support each action step. Establish a specific timeline (month, year) to complete each action step.

Guiding Questions

- What resources are needed to successfully meet the desired outcomes of the action steps?
- Are there current district resources that could be used to support the action steps?
- What timeline will be established to complete the action steps?
- What district personnel are responsible for ensuring the plan of support is being implemented with fidelity?
- What is the role and function of the district staff who are responsible for the implementation of the plan of support?
- What success criteria will be used to evaluate implementation and impact?
- **Examine Progress** – Write measurable goals for implementation of the action step as well as impact on student achievement. Determine the data that will be collected to measure the progress on both implementation of the action as well as the impact on

student achievement. Identify the desired outcomes and how often data will be collected and analyzed to determine next steps for improvement.

#### Guiding Questions

- How will you know if the desired outcomes are achieved?
- What data/evidence will be collected to determine the effectiveness of implementation of the action steps as well as the impact on student achievement?
- How often will the district review and analyze data/evidence and adjust actions steps as dictated by data?
- What accountability factors/elements are in place to ensure fidelity of implementation of the plan of support?

When writing your measurable goals for implementation and impact on student achievement, consider the following:

- Percentage of teachers (implementation) you want to accomplish the action step – *“80% of teachers...”*
- Performance measurement – *“...will score operational...”*
- Frequency – *“...on a bi-weekly basis...”*
- Mode of measurement – *“...as measured by the instructional delivery framework look-for document.”*

Example goal: *“80% of teachers will score operational on bi-weekly instructional walks as measured by the instructional delivery framework look-for document.”*

### **District Plan of Support Review**

In reviewing the plan, the district should ensure:

- All identified schools are represented in the district plan of support.
- The reason the school is identified (TSI subgroup, graduation rate, etc.) is addressed in the district plan of support for each school.
- The district action steps align to the needs/goals outlined in the school improvement plan for each school.

### **District Plan of Support Monitoring**

The district plan of support should be monitored on an ongoing basis. The district continuous improvement team (CIT) will meet monthly to review progress on action steps. Districts should be prepared to discuss progress and provide data on implementation and student achievement. After the presentation of data and discussion of progress, the CIT will discuss next steps and make any adjustments to the plan based on identified need.