



# **District Intervention Plan For School Support**

## Philosophy

It is the philosophy of Catoosa County Schools to operate as a collaborative team. From the district perspective, our value promise "Every child, every day, without exception" involves "Every school, every day, without exception." We respond when students are not learning at the rate and depth needed to be successful. District leadership provides the guidance, support, and collaborative structures needed to ensure the correct responses are being implemented.

## Purpose

*The purpose of the District Intervention Plan is to provide a systemic support process for schools who are not meeting student achievement expectations.*

## Description

### **Elementary, Middle, and High Schools**

District intervention support for elementary, middle, and high schools will be provided at two levels or tiers. Tier 1 provides "Proactive Guidance" and Tier 2 "Strategic Intervention."

- Tier 1: Proactive Guidance is direction given by the district office to support the schools in taking the steps necessary for improving student achievement.

The criteria for Proactive Guidance include any of the following:

- Achievement score of the "ALL" student category falling below the state average for any grade level and any content area for two consecutive years in the same area and grade
- Achievement score of any SUBGROUP receives 3 or more Red Flags in the Closing Gaps tab beginning with the CCRPI released during the 2018-2019 school year
- CCRPI score is below the state grade cluster score
- CCRPI score ranges from 70 to 75

- Tier 2: Strategic Intervention is a more active involvement of district leadership. Teams will work closely and collaboratively with the school to implement all the steps of the school improvement process.

The criteria for Strategic Intervention includes (but may not be limited to) the following:

- Proactive Guidance reasons
- CCRPI score is 69 or below

### **Performance Learning Center and Catoosa Online Academy**

Intervention support for alternative schools (Performance Learning Center and Catoosa Online Academy) will also be provided at two levels or tiers. Tier 1 provides "Proactive Guidance" and Tier 2 "Strategic Intervention."

- Tier 1: Proactive Guidance is direction given by the district office to support the Performance Learning Center or Catoosa Online Academy to take the steps necessary for improving student achievement.

The criteria for Proactive Guidance include any of the following:

#### PLC

- Achievement scores of the students assessed in a course (high school) or content area (elementary and middle school) are below state percentiles based on levels 2, 3, and 4
- Graduation rate of enrolled seniors falls below 75%

#### COA

- Achievement scores of the students assessed in a course (high school) or content area (elementary and middle school) are below state percentiles based on levels 3, and 4

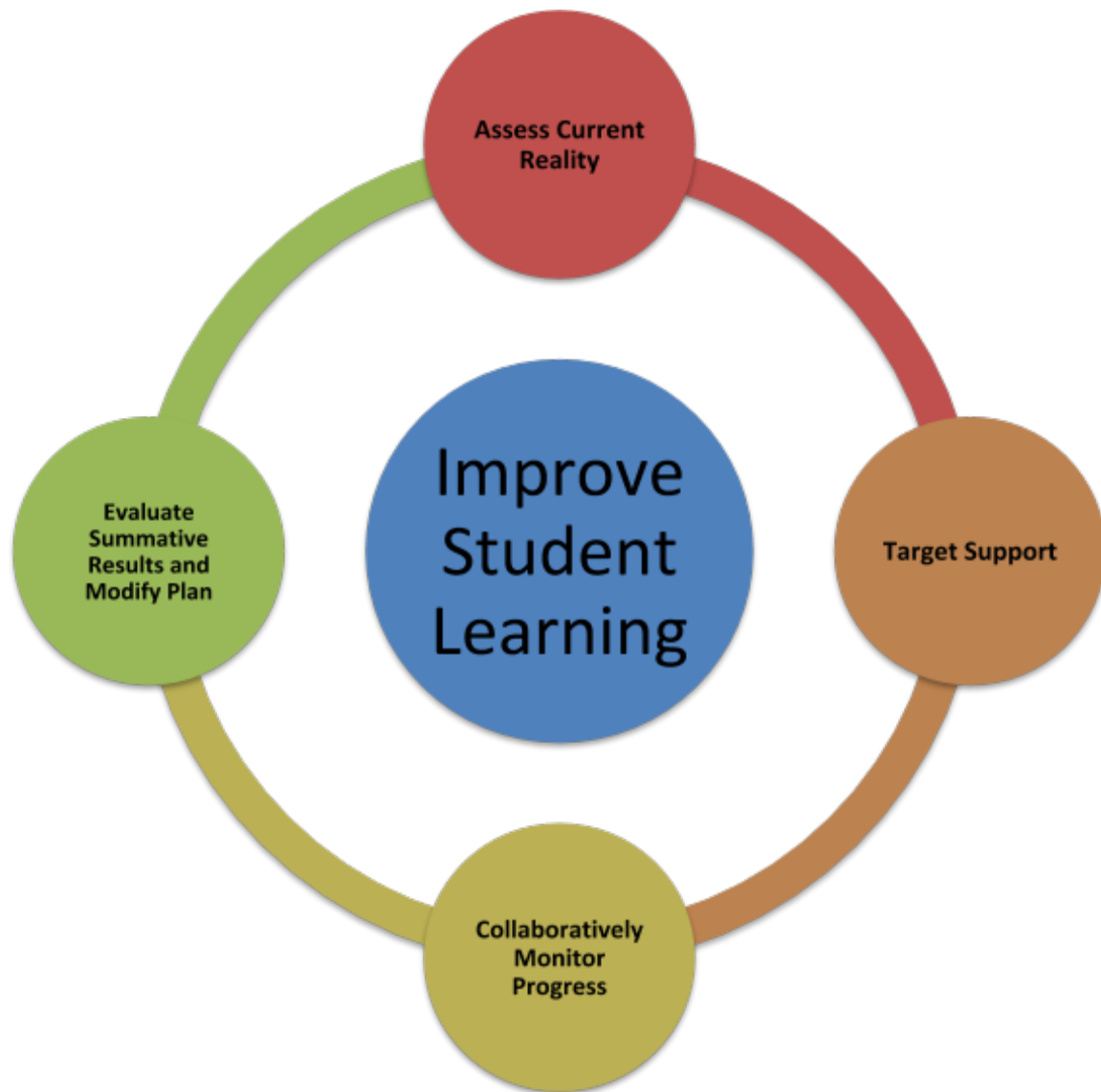
- Tier 2: Strategic Intervention is a more active involvement of district leadership with the Performance Learning Center or Catoosa Online Academy. Teams will work closely and collaboratively with the school to implement all the steps of the school improvement process.

The criteria for Strategic Intervention includes (but may not be limited to) the following:

- Graduation rate of enrolled seniors falls below 70% (PLC)
- Lack of improvement in proficiency rates over time

### **Support Structures**

The Catoosa County school system follows the Georgia Department of Education, Division of School & District Effectiveness, School Improvement Process. This process is embedded into the system process for determining and evaluating support structures needed for school improvement success. Catoosa County Schools has identified the Professional Learning Communities at Work framework as the model we will follow to move student learning to the next level.



## Assess Current Reality

### *Tier 1 & Tier 2: Proactive Guidance and Strategic Intervention*

District leaders collaborate with school administration to analyze data and determine specific needs. Tasks to be accomplished include:

- Analyze culture, demographic profile, and student performance data
- Determine root causes
- Evaluate use of current resources, including personnel, school budget, federal

supplemental funds, professional learning, scheduling, time, etc.

- Prioritize needs
- Develop Risk Reports

## Target Support

### *Tier 1: Proactive Guidance*

District leaders collaborate with school administration and other relevant entities (i.e. Special Education, ELL) to identify the necessary research-based support, structures, and strategies. Tasks to be accomplished include:

- Develop /revise school improvement plan
- Collaborate on the use of funds & personnel
  - School and system funds
  - Professional Learning funds
  - Federal funds
- Develop monitoring plan and timeline (to be reviewed every other month)

### *Tier 2: Strategic Intervention*

District leaders collaborate with school administration and other relevant entities (i.e. Special Education, ELL) to identify the necessary research-based support, structures, and strategies and outline the details for the execution and implementation of the intervention plan. Tasks to be accomplished include:

- Develop/revise school improvement plan
- Provide professional learning support for developing
  - Collective responsibility
  - Collaboration
  - Concentrated instruction
  - Convergent assessments
  - Certain access
- Develop needed collaborative structures
  - Professional Learning Communities

- Response to Intervention structures
- Determine implementation and monitoring plan of
  - Professional Learning Communities collaboration and protocols
  - Intervention implementation
- Align personnel and financial resources to strengthen core instruction and intervention
- Develop monitoring plan and timeline

## Collaboratively Monitor Progress

### *Tier 1: Proactive Guidance*

District leaders collaborate with school administration and other relevant entities (i.e. Special Education, ELL) to identify strategies for monitoring and providing corrective actions during the implementation of the intervention plan. Tasks to be accomplished include:

- Monitoring meetings
  - Review benchmark, progress monitoring, and intervention progress reports
  - Discuss progress on SIP action steps and strategies
  - Review support structures

### *Tier 2: Strategic Intervention*

District leaders collaborate with school administration and other relevant entities (i.e. Special Education, ELL) to identify and outline strategies for monitoring and providing corrective actions during the implementation of the intervention plan. Tasks to be accomplished may include:

- Monitoring meetings and observations
  - Review benchmark, progress monitoring, and intervention progress reports
  - Review leadership schedule and notes of professional collaboration
  - Conduct elite observations and share results with school leaders

- Revise action steps as needed
- Review support structures and make changes as needed

## Evaluate Summative Results and Modify Plan

### *Tier 1 & Tier 2: Proactive Guidance and Strategic Intervention*

District leaders collaborate with school administration and other relevant entities (i.e. Special Education, ELL) to conduct a systematic analysis and review of summative data in order to document progress in student learning and determine modifications to improvement and intervention plans. Tasks to be accomplished include:

- Conduct summative data analysis
  - State assessments
  - Final benchmark assessments
  - Final results of intervention implementation
  - CCRPI results
- Document goal and action step results
  - Share results and determine the root causes of lack of progress (Why we did or did not see results)
  - Document participation of stakeholders
- Develop School Improvement Plan for next school year
  - Update profile data
  - Determine priorities for next school year
  - Develop SMART goals, strategies, and action steps