



**ALEAT
LEA CONTINUOUS IMPROVEMENT PLAN
WEBINAR**

GoTo Webinar

2014 Continuous Improvement Planning (CIP):

Strategic planning
focused on building
systems of support

Webinar July 2013

Welcome

- Introductions and instructions for today's webinar

Objectives for Today

- Understand the purposes of LEA Continuous Improvement Plans (CIPs)
- Become familiar with the new framework for the LEA CIP
 - Based on the Standards for LEA Effectiveness and the accompanying Indicators
- Review guidance for writing and entering the LEA CIP for FY14 into ALEAT

Purpose - 2

- Authority to receive and expend federal funds
 - ESEA requires an “approved” plan
 - Prior to FY14 – template with AYP and other compliance goals, strategies and action steps
 - NEW for FY14 – compliance embedded in a comprehensive plan

Purpose – 1- Effectiveness

- Reflects an assessment against Standards for an Effective LEA
 - Describes the Continuous Improvement process with the goals, strategies and action steps to drive student achievement efforts
- Standard 1 – Continuous Improvement
 - The keystone that organizes all of the other systems within the remaining 5 Standards

Continuous Improvement Planning for FY14

- Why Continuous Improvement?
 - Systematic
 - Systemic
- Measure Effectiveness via Standards
 - Improve results
 - Align plans, processes and decisions
 - Requires goals, strategies and action steps

Continuous Improvement

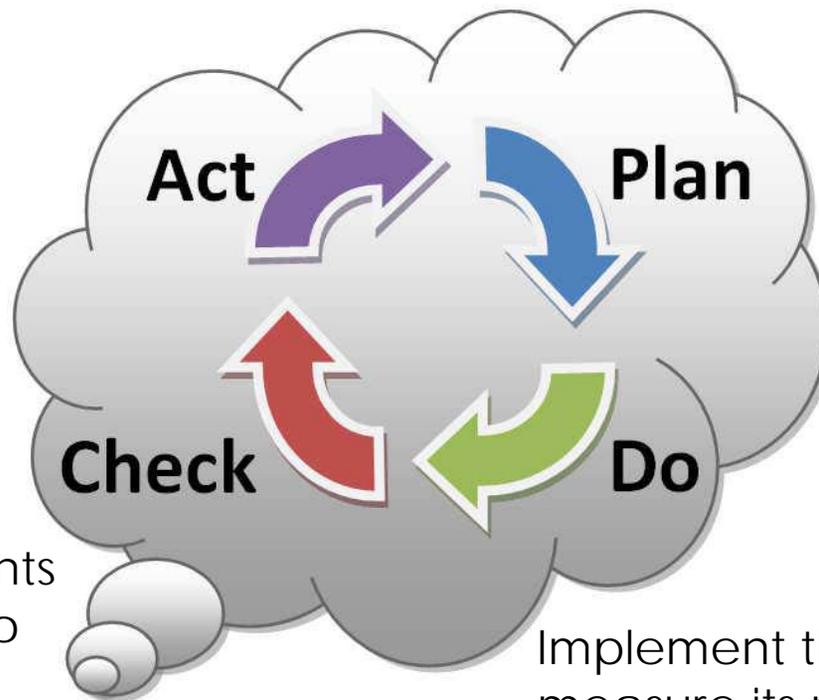
A cycle resulting in constant, data-driven examination of:

- what is working and *why*
What are we doing well?
- what is not working and *why*
What could we be doing better?
- what are our priorities and *why*
What are the greatest upcoming challenges?
- what **actions** individuals will take to assume responsibility for increased performance in all of the organizational systems and structures within the LEA.

William Deming (1950)

Design or revise process components to improve results

Decide on changes needed to improve the process



Assess the measurements and report the results to decision makers

Implement the plan and measure its performance

New CIP Format Based On What Constitutes an Effective LEA

6 Standards:

1. Continuous Improvement
2. LEA Leadership
3. Curriculum and Instructional Systems
4. Supplemental Supports and Intervention Services
5. Data, Assessment and Evaluation
6. Stakeholder Relations

Standard 1 - Continuous Improvement

Effective LEA Indicators:

- **IMP1** Commits to a culture of continuous improvement.
- **IMP2** Conducts a comprehensive needs assessment.
- **IMP3** Establishes goals, strategies, and action steps aligned with identified needs as the basis for the continuous improvement plan.
- **IMP4** Implements the continuous improvement plan with fidelity.
- **IMP5** Uses the continuous improvement process to evaluate and adjust all LEA plans.

Standard 2 - LEA Leadership

Effective LEA Indicators:

- **L 1** Develops and implements a vision of learning that is shared and supported by all stakeholders.
- **L 2** Sustains a culture and instructional program conducive to student learning and staff professional growth.
- **L 3** Manages the organization to provide a safe, efficient, and effective learning environment.
- **L 4** Collaborates with faculty and community members to meet diverse community interest and needs.
- **L 5** Implements a system of academic, cultural, and fiscal accountability for every student's success.

Standard 3 - Curriculum and Instructional Systems

Effective LEA Indicators:

- **CI 1** Implements an LEA-wide comprehensive curriculum aligned to college and career ready standards.
- **CI 2** Employs an intentional process to hire and equitably distribute content proficient and effective staff.
- **CI 3** Applies an intentional process for selection and evaluation of programs and materials.
- **CI 4** Provides job-embedded professional development focused on effective instructional strategies and implementation of the curriculum.
- **CI 5** Supports a shared framework for effective, evidence-based instruction.

Standard 4 - Supplemental Supports and Intervention Services

Effective LEA Indicators:

- **SSIS 1** Supports the framework that provides appropriate interventions and extended learning services for all students.
- **SSIS 2** Provides timely and accurate data to determine interventions at the school and individual level.
- **SSIS 3** Provides sufficient resources required to support and maintain interventions.
- **SSIS 4** Ensures that personnel providing interventions are qualified and effective.
- **SSIS 5** Supports the coordination of supplemental and intervention services.

Standard 5 - Data, Assessment ,and Evaluation

Effective LEA Indicators:

- **D 1** Maintains a data management system.
- **D 2** Maintains an assessment system to evaluate student performance.
- **D 3** Coordinates a process to collect, share, analyze, and use data for continuous improvement at all levels.
- **D 4** Sustains a data-driven culture that reinforces the continuous improvement process.
- **D 5** Measures teacher and principal effectiveness by implementing the Arizona Framework for Measuring Educator Effectiveness.

Standard 6 - Stakeholder Relations

Effective LEA Indicators:

- **SR 1** Engages stakeholders in key decisions that impact student achievement.
- **SR 2** Creates partnerships among families, school and LEA staff, and the community to support student performance.
- **SR 3** Establishes lines of communication among all educational stakeholders.

Developing and writing your plan

- Assess your LEA using the indicators under each Standard
- Compile other data to complete a comprehensive needs assessment
 - Be sure to include:
 - Student achievement data
 - Teacher effectiveness and professional development data
 - Technology data
 - Stakeholder data

Developing and writing your plan

- Answer the 3 questions
- Review the Guidance for required items
- Prepare your comprehensive plan – addressing **all** Standards and embedding the legal requirements
- Goals are now aligned to each Standard
- Format of Goals, Strategies and Action Steps remains the same for you to enter the plan in ALEAT

Developing and writing your plan

- what is working and *why*
What are we doing well?
- what is not working and *why*
What could we be doing better?
- what are our priorities and *why*
What are the greatest upcoming challenges?
- what *actions* individuals will take to assume responsibility for increased performance in all of the organizational systems and structures within the LEA.

Requirements

- ESEA outlines items that need to be included in LEA plans that accompany applications for federal funds
 - Remember – all Title I schools must also have a school plan in ALEAT
- Guidance document provides directions on placement of the requirements
 - LEAs have flexibility for some items; certain items have a designated Standard

Requirement – Standard 1

- Goal 1= Standard 1 – Continuous Improvement Process **must** be addressed
 - Comprehensive needs assessment
 - Stakeholder consultation
 - Oversight and progress monitoring of plans
 - Evaluating plans
 - Sufficient resource allocation to plan
 - Support for schools

Requirements – Standard 4

- Title I items include:
 - SMART Goal statement under **Goal 4 = Standard 4 – Supplemental Supports and Intervention Services – based on AMOs**
 - What programs Title I funds support
 - Specific support for at-risk groups
 - If you have Targeted Assistance programs:
 - How students are identified
 - How LEA supports the TA school
 - If you have Schoolwide programs:
 - How the LEA supports the school reform model/strategies at the SW school
 - Extended learning opportunities

Requirements – flexible

- Homeless students support
- Coordination among services/programs for at-risk populations
- Identifying and disseminating data for use by teachers, parents, stakeholders
- LEA-level parent involvement activities and supports to schools
- Implementation of Arizona's Common Core Standards

Requirements - flexible

- Title II
 - Supports* for HQ and highly effective teachers
 - Retention and recruitment and equitable distribution of HQ and highly effective teachers
 - Implementation of the Arizona Framework for Educator Effectiveness*
- Title III
 - Increase English language proficiency

Requirements - flexible

- Professional development opportunities based on needs (from * above), designed using recognized professional development standards,
 - Aligned to specific program strategies
 - Aligned to budgets in applications

Requirements - flexible

- Technology/E-rate
 - For E-Rate - Priority 2, you must have an updated 3- year Technology Plan.
 - Technology literacy – suggested strategies
 - Strategy: Network/Internet Filtering and Acceptable Use Agreements
 - Strategy: Internet Safety Curriculum

School Improvement

- LEA support for schools in improvement

ALEAT Directions for FY14

- Use program tags at the Action Step level:

Title I	Title II	Title III	PD	Tech
	School improvement			
	Transformation	Turnaround		

- In order to identify the requirements above
- Reviewers will be filtering your plan
- Technology plan tags required for E-Rate

ALEAT Directions for FY14

- Detailed directions on how to enter a plan into ALEAT
- Assistance on how to keep and update previous plan items

- Continuous entry and progress monitoring

Plan review and approval

- Change in ADE's role
- LEAs decide the most appropriate goals, strategies and action steps
- ~~○~~ "accepting" – no overall plan due date
- Reviewers will be filtering by program tag
 - Looking for required elements
 - Approval of your grant implies approval of the tagged elements of your plan
 - A complete technology plan (as tagged in ALEAT) is necessary for E-Rate Priority 2 LEAs

School-level plans

- All Title I schools are required to have plans in ALEAT
- School plans have a single goal - improve student achievement – used to address meeting AMOs and AMAOs
- Targeted Assistance plans focus on the interventions, professional development and parent involvement activities supported with Title I funds; Schoolwide school plans must contain the SW plan elements

School-level plans

- A table with all of the requirements is available as a resource in ALEAT
 - Describes how to organize a cohesive plan that will contain all of the requirements, using five–six strategy topics:
 - 1. Plan development using a continuous improvement process
 - 2. *(new this year)* School leadership
 - 3. Strengthening curriculum and instruction
 - 4. Interventions for struggling students
 - 5. Using data to make decisions
 - 6. Coordination, transition and stakeholder involvement
- A Schoolwide program budgets
 - SW1 and 2
 - SW3

School-level plans

- Refer to guidance from School Improvement

Summary

What's the same	What's changed
Complete plan required	Standards-based
Required elements In ALEAT	New template Required elements reduced
Required for grants	Approval process
Same structure	
Program tags	
Covers multiple programs	
School-level plans (almost)	

Objectives for Today

- Understand the purposes of LEA Continuous Improvement Plans (CIPs)
- Become familiar with the new framework for the LEA CIP
 - Based on the Standards for LEA Effectiveness and the accompanying Indicators
- Review guidance for writing and entering the LEA CIP for FY14 into ALEAT

More information

Standards for Effective LEAs and the Continuous Improvement Plan

*For additional information contact the
ALEAT Help Desk
602.542.4353 or ALEAT@azed.gov
or your Title I Program Specialist*