

## Assemble School Team(s) for SIAP

### Programmatic Overview:

- Identify writing team to include all stakeholders (ESSA Sec 1111, 1114, 1115, 4106(d)(1))
- Establish group norms or agreements
- Establish timeline for writing the plan
- Understand the members' roles and responsibilities

**Establish the Comprehensive Needs Assessment Team:** a powerful, enthusiastic team from across the organization and community is essential to put new strategies into effect and transform an organization. Deciding who should take part in the guiding coalition is crucial. Diversity is key. Building the momentum for change requires strong leadership and visible support from key people. Working as a team helps create momentum and build a sense of urgency in relation to the need for change. This team is a critical part of a comprehensive needs assessment process and should include stakeholders representing all parts of the system; principals, teachers, paraprofessionals, school office staff, parents, families, community members, and students.

### Principal Tool For Selecting Leadership Team

The CNA team guides the [CNA process](#), gathering and analyzing data, discussing ratings, coming to consensus on individual elements. They plan and facilitate the process itself, including appropriate involvement and representation that will lead to sustainable systemic change.

Each Title I Schoolwide & Targeted Program School Integrated Action Plan should be developed with timely and meaningful consultation with

- teachers,
- principals and other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- administrators
- other appropriate school personnel
- to the extent feasible, tribes and tribal organizations present in the community,
- parents of children in schools served with the Title I program
- if the plan relates to a secondary school, students
- if appropriate, technical assistance providers, and
- other individuals determined by the school



### ESSA Stakeholder Citations