

GME Planning Tool



Kathy Hoffman
Superintendent of Public Instruction

ALEAT to GME Trainer of Trainers

Title I, II, III, IV

Open:

2. Navigator

<https://www.azed.gov/titlei/planning-workflow/>

Access



Participants must have the appropriate level of access

- ☐ **LEA Plan Update:** allows a user to initiate, edit, save and revise a district-level plan.
This role enables the user to view all school (site) plans as well. It is best practice to provide this role to a Federal Programs Director/Coordinator, Superintendent and/or their designee.
- ☐ **School Plan Update:** allows a user to initiate, edit, save and revise an individual school level plan.
This role is provided to the user(s) per school (site). It is best practice to provide this role to your schools' Principals and Lead Specialists (e.g. Title I Lead Specialist).

Note: As with any other GME user roles, the same user can be provided with both of the above mentioned roles if your organization determines this to be appropriate.



2

Check with audience to ensure everyone has needed level of access -

Test site link for those needing it:

[GME test](#)

[site:](https://gmetest.azed.gov/default.aspx?ccipSessionKey=637118576062001509) <https://gmetest.azed.gov/default.aspx?ccipSessionKey=637118576062001509>

LEA access is on

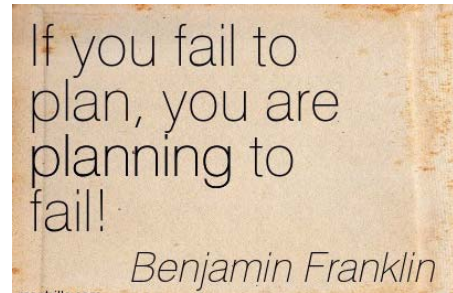
egrants5@mailinator.com The password is the same for all log ins: P@ssword1

Have all participants Log-in and access a School Plan

Connector

Why is it important to have a plan?

Discuss the Planning Components of the Integrated Action Plan (IAP) in ALEAT?



3

5 min Connector – stand up and meet someone new

3 min Have participants discuss the prompts

2 min Discuss & share out.

Outcomes

Please note: Training is on functionality of the Planning Tool only. Content in regards to CNA/RCA/IAP is provided in other ADE trainings.

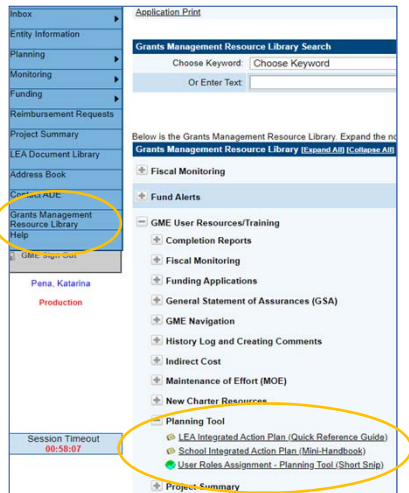
- ☐ Participants will learn how to transfer the Planning Tools (CNA/IAP information) into a new location on GME.
- ☐ Participants will learn how to transfer Comprehensive Needs Assessment Data to Principles 1-6.
- ☐ Participants will learn how to input Primary Needs, RCA, Needs Assessment and Desired Outcomes into Final Summary.
- ☐ Participants will learn how to build IAP: Principles, Strategies and Action Steps.
- ☐ Participants will learn to access LIAP and SIAP Planning Tool Navigator.
- ☐ Participants will be able to train LEA users at the district and school sites.



4

Remind participants that plan of Train the Trainer – so they need to not only be learners, but be thinking as trainers as well.

GME Quick Reference Guides



Planning Tool Navigator

The Comprehensive Needs Assessment & Integrated Action Plan

Schools will use the [Six Principles of Effective Schools](#), Indicators and Elements to identify strengths and needs in order to increase student achievement and sustainable improvement. The primary needs identified in the Comprehensive Needs Assessment become the foundation for the **Schools Integrated** based on the Schools' Comprehensive Needs Assessment findings. It supports the implementation of the School Integrated Action Plan.

The Planning Tool Navigator website is intended to be a resource for SIAP and LIAP processes and functionality of the 'new' GME Planning Tool.

SIAP-

- [Quick Reference Guide, School Integrated Action Plan - GME Planning Tool](#)

Assemble the School Planning Team(s)

Complete Comprehensive Needs Assessment(s)



Reference documents to Utilize for Step-by-Step directions

Copies to take with you – please follow along with presentation

Your Training Tools

- ☐ GME Planning Tool Quick Reference Guides
- ☐ Power Point with Your Notes from Today's Training
- ☐ Access to Planning Tool Navigator
- ☐ School's CNA
- ☐ Current Root Cause Analysis Fishbones
- ☐ Prior SIAP and LIAP from ALEAT



Take notes of resources & training ideas to build your training toolkit – these are the core items.

Today's
Plan -

Model Functionality and Independent Practice



Focus is on Functionality – not creating or writing an IAP.

We will model, then let you play.

Have all participants log in.

FY21 Menu in GME

What is familiar?

What is new?

GME Home
Search
Inbox
Entity Information
Planning
Monitoring
Funding
Reimbursement Requests
Project Summary
LEA Document Library
Address Book
Contact ADE
Grants Management
Resource Library
Help
GME Sign Out

LEA Integrated Action Plan (LIAP) Sections

Description (View Sections Only View All Pages)
All
History Log
History Log
Create Comment
LEA Planning Team
LEA Planning Team (REQUIRED)
LEA District Summary
LEA District Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)
All
History Log
History Log
Create Comment
School Planning Team
School Planning Team (REQUIRED)
Comprehensive Needs Assessment
Principles 1-6 (REQUIRED)
K-8 AzMent AZELLA Data (OPTIONAL)
HS AzMent Data (OPTIONAL)
Miscellaneous Data (OPTIONAL)
Teacher Data (OPTIONAL)
Final Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

Change Status to
Draft Started



8

Quick Menu options overview

LEA must select FY21 to see LEA & School's

Planning Workflow Process **Big Picture Overview: Planning Team → CNA → IAP**

Familiar - Looks like Fiscal GME; History Log; Same Plan Components – CNA, IAP

Note – Fiscal & Planning are not connected → different access

Have participants hit “Draft Started” for school integrated action plan.

Planning Tool Navigator

Educator & School Excellence

Planning Tool Navigator

The Comprehensive Needs Assessment & Integrated Action Plan

Schools will use the [Six Principles of Effective Schools](#) Indicators and Elements to identify strengths and needs in order to increase student achievement and strengthen school systems leading to sustainable improvement. The primary needs identified in the Comprehensive Needs Assessment Action Plan. The LEA Integrated Action Plan is based on the Schools' Comprehensive Needs Assessment findings. It supports the implementation of the School Integrated Action Plan.

The Planning Tool Navigator website is intended to

SIAP-

[Quick Reference Guide: School Integrated Action Plan](#)

Assemble the School Planning Team(s)

SIAP Principles, Strategies and Action Steps

LIAP-

[Quick Reference Guide: LEA Integrated Action Plan](#)

Assemble the LEA Planning Team(s)

LIAP Program Requirements



Planning Workflow Process Big Picture Overview

--> **steps aligned GME Planning Tool & today's presentation**

****Resources linked to each step/box****

Show live site & resources for Box #1 – Assemble the School Planning Team

- Click on Stakeholder Citation

Search “Title I”

Navigator Link:

<https://www.azed.gov/titlei/planning-workflow/>

School Integrated Action Plan (SIAP)

School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)
All
History Log
History Log
Create Comment
School Planning Team
School Planning Team (REQUIRED)
Comprehensive Needs Assessment
Principles 1-6 (REQUIRED)
K-8 AzMerit AZELLA Data (OPTIONAL)
HS AzMerit Data (OPTIONAL)
Miscellaneous Data (OPTIONAL)
Teacher Data (OPTIONAL)
Final Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

Access Planning Tool Navigator for Resources

SIAP-

- Quick Reference Guide: School Integrated Action Plan – GME Planning Tool

Assemble the School
Planning Team(s)

Establish the Comprehensive Needs Assessment Team: a powerful, interdisciplinary 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 critical. 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.

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 substantive systemic change.

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

Stakeholders	Principal	Teachers	Paraprofessionals	School Office Staff	Parents/Families	Community Members
Principal	✓	✓	✓	✓	✓	✓
Teachers	✓	✓	✓	✓	✓	✓
Paraprofessionals	✓	✓	✓	✓	✓	✓
School Office Staff	✓	✓	✓	✓	✓	✓
Parents/Families	✓	✓	✓	✓	✓	✓
Community Members	✓	✓	✓	✓	✓	✓



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1st step - Assemble the School Planning Team

Model on Test site inputting team members then allow participants to practice in their own site.

Test site link:

[GME test](https://gmetest.azed.gov/default.aspx?ccipSessionKey=637118576062001509)

site: <https://gmetest.azed.gov/default.aspx?ccipSessionKey=637118576062001509>

LEA access is on

egrants5@mailinator.com

The password is the same for all log ins: P@ssword1

Add & delete members

Note – 1st line must be completed & cannot be deleted.

--> Participants practice inputting information into GME.

Comprehensive Needs Assessment (CNA)

School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)

All
History Log
History Log
Create Comment
School Planning Team
School Planning Team (REQUIRED)
Comprehensive Needs Assessment
Principles 1-6 (REQUIRED)
K-8 AzMeit AZELLA Data (OPTIONAL)
HS AzMeit Data (OPTIONAL)
Miscellaneous Data (OPTIONAL)
Teacher Data (OPTIONAL)
Final Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

Transfer CNA Data into GME

Principle 5 - Conditions, Climate, and Culture									
Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator
1. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	2. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	3. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	4. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	5. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	6. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	7. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	8. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	9. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.	10. The school has a clear vision and mission statement that guides the school's operations and the school's planning process.
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Important Notes:

- Evidence must be included
- **Save** before leaving page
- **Save** before changing to another principle

Possible Evidence:

- ☐ Assessment audit
- ☐ Balanced assessment system
- ☐ Assessment calendar
- ☐ Intervention calendar
- ☐ Intervention implementation plan
- ☐ Data decision making model
- ☐ Data dashboard or other evidence that data is shared in timely and useable format
- ☐ Conversation notes

Additional Evidence:

Add Evidence

Save And Go To



11

CNA Spreadsheet – Horizontal view

GME Tool – Vertical Tool

Same information

Still can Utilize Spreadsheet and then Transfer data into GME

Model 5.1 then allow participants to practice in their own site.

--> **Participants practice inputting information into GME for Principle 5.**

CNA Final Summary

1st stop – Data Review

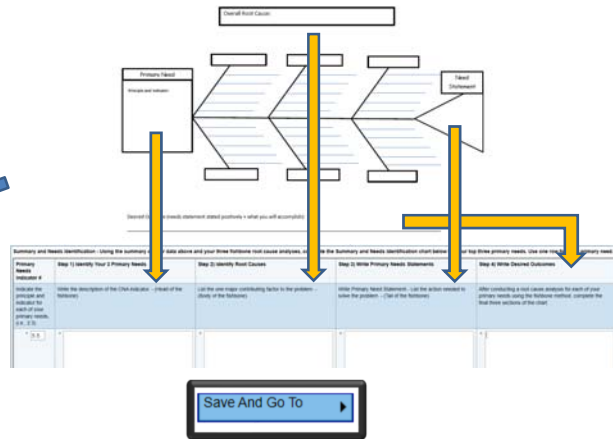
School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)

- All
- History Log
 - History Log
 - Create Comment
- School Planning Team
 - School Planning Team (REQUIRED)
- Comprehensive Needs Assessment
 - Principles 1-6 (REQUIRED)
 - K-8 AzMerit AZELLA Data (OPTIONAL)
 - HS AzMerit Data (OPTIONAL)
 - Miscellaneous Data (OPTIONAL)
 - Teacher Data (OPTIONAL)
 - Final Summary (REQUIRED)
- Integrated Action Plan
 - Principles, Strategies and Action Steps (REQUIRED)
- Related Documents
 - Related Documents
- All

Review the summary of your data below for each Principle, then complete the Summary and Needs Identification at the end.

Also Review Root Cause Analysis Fishbone



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Open "+" - easy to miss.

3 Fishbones still required – uploaded into Related Documents

Note – May want to **Save in Word document** to utilize when creating the Principles for the Integrated Action Plan.

Review details in "body" to indicate main root cause which comes from the box on top of the fishbone.

--> Participants practice inputting information into GME for 5.5

3 Take-Aways

Share 3 things you heard
that you will include in
your training.



13

Short “Stop & Process” activity

“Get up and meet someone new.

Introduce yourself and then share 3 things you heard that you will include in the training you provide to others.”

Have groups share out 1 thing per group.

Integrated Action Plan (SIAP)

School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)

- All
- History Log
 - History Log
 - Create Comment
- School Planning Team
 - School Planning Team (REQUIRED)
- Comprehensive Needs Assessment
 - Principles 1-6 (REQUIRED)
 - K-8 AzMerit AZELLA Data (OPTIONAL)
 - HS AzMerit Data (OPTIONAL)
 - Miscellaneous Data (OPTIONAL)
 - Teacher Data (OPTIONAL)
 - Final Summary (REQUIRED)
- Integrated Action Plan**
 - Principles, Strategies and Action Steps (REQUIRED)
- Related Documents
 - Related Documents
- All

Create Principle

Principles, Strategies and Action Steps (REQUIRED)


This is the TEST site. Please be sure to complete your work on the LIVE site.

Go To

☐ Filter Action Steps

Create Principle

[Plan Items](#)
[Expand All](#)
[Collapse All](#)



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Now it's time to begin building the action plan for the school. This very closely emulates the application in ALEAT. You will need to have the Word document handy with all of the information you just entered into the Final Summary for the Primary Needs.

Begin by selecting Principles, Strategies, and Action Steps.

ADE has historically required that at least 2 principles are represented in the IAP, but don't let that limit you. You will need to include enough principles to ensure all of the primary needs are addressed, all of the program requirements are addressed, and there are principles, strategies, and action steps for every line item for which you have requested federal funds in the application process.

Start with one Principle from the drop down menu. It doesn't matter which one you select, as we can change the order later. We recommend beginning with your Primary Needs, since those will likely generate the most robust parts of the plan.

Integrated Action Plan (SIAP)

Transfer Needs Information into Principle

Final
Summary

Primary Needs Indicator #	Step 1) Identify Your 3 Primary Needs	Step 2) Identify Root Causes	Step 3) Write Primary Needs Statements	Step 4) Write Desired Outcomes
Indicate the indicator number for your primary needs. (e.g., 2, 3)	Write the description of the CNA indicator - (Head of the fishbone)	List the one major contributing factor to the problem - (Body of the fishbone)	Write Primary Need Statement - List the action needed to solve the problem - (Tail of the fishbone)	After conducting a root cause analysis for each of your primary needs using the fishbone method, complete the final three sections of the chart.

SIAP

Principle: Principle Effective Leadership

*Primary Need

0 of 500 characters

*Root Cause

0 of 5000 characters

*Needs Statement

0 of 5000 characters

*Desired Outcomes



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The first information requested of you for each Principle you add are the same boxes you just completed in the Final Summary, which come directly from the fishbones. If you kept a Word document, you can cut and paste the Primary Need, summary of Root Cause, Needs Statement, and Desired Outcomes.

Please keep in mind that you will still need to enter information into these same fields for Principles in your plan that don't have a Primary Need. So, for example, you may need to include Principle 6 in your plan for your family and community engagement activities, yet there was no Primary Need identified from Principle 6. If it's important enough to include in the plan, and potentially attach to federal funding, we need a written record of the needs and outcomes. Please do your best to complete the fields with accurate information that supports the plan and corresponding expenditures.

Then please notice the save button is at the bottom.

Create a Principal for Every Identified Need.



New for GME IAP

1. Principles are not already pre-populated;
→ Principles must be created before adding strategies and action steps.
2. Every Principle requires at least one Strategy and at least one Action Step.
3. To create a Principle for each Primary Need,
→ Transfer the information from the fishbones/Final Summary.
4. LEA may need to create a Principle, strategy and action step(s) for programmatic requirement(s) and/or fiscal item(s) not aligned to identified Primary Needs.



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#4 - Example: All identified , needs are in Principle 1 Effective Leadership , but Family/Community Engagement is a requirement, so LEA will need to also create a Principal 6 with corresponding strategy and action step.

We will walk you through all this after these next couple “Overview” information slides.

Principles, Strategies, and Action Steps

Principle 5: Conditions, Climate & Culture

Details
 Primary Need: Many students deal with trauma and have Social/Emotional needs that effect their achievement.
 Root Cause: Little time to schedule SEL, poverty, class sizes
 Needs Statement: Need SEL instruction to improve self-esteem.
 Desired Outcomes: All students will receive SEL instruction.
 SMART Goal: Required in SI

Create Strategy

Copy (KS 2.1) Strategy 2.1

Details
 Strategy Description: SEL Emotional Learning 5.5: Students will participate in weekly activities to build mindfulness, promote citizenship, and a sense of community at Edman academy.

Create Action Step

Copy (KS 2.1.1) Curriculum Resources Full 11EA STUDENT SAFE Curriculum CS CS Add Action Step Progress Note

Details
 Action Step Description: Edman Academy staff will research, purchase, and provide lessons and/or curriculum to support the SEL needs of all students.
 Person Responsible for this Action Step: Bob (Organization Role: Teacher)
 Timeline: 7/20/2019 to 5/22/2020
 ESSA Evidence: Strong evidence from at least one well-designed and well-implemented experimental study

Status	Progress Note	Added By	Date Added
In Progress	Need	TestFree eGrants	11/22/2019 9:45:04 PM

Copy (KS 2.1.2) SEL Learning Training Full 11EA Curriculum Add Action Step Progress Note

Details
 Action Step Description: All teachers receive training in curriculum and activities to use with students related to SEL.
 Person Responsible for this Action Step: Stacey, Dave, Cheryl (Organization Role: teachers)
 Timeline: 9/30/2019 to 11/23/2019
 ESSA Evidence: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study



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Big Picture Overview -

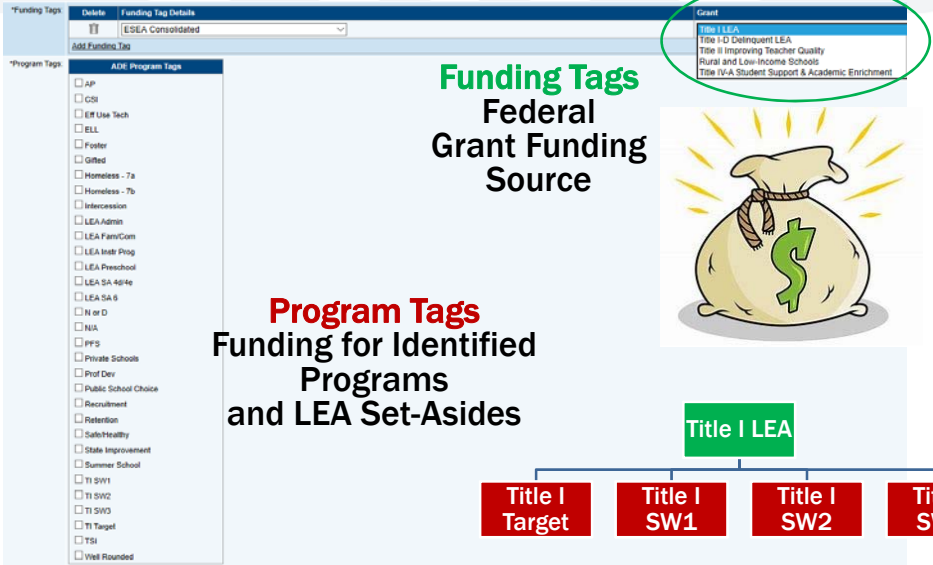
Looks similar to ALEAT – Principle, Strategy, Action Step, tags.

Here we can view a Principle with one strategy and two action steps. Clearly the Expand All button has been used so we can clearly see all of the details.

I can tell this is the second principle entered by the school. How do I know? (Right – because the strategy is labeled 2.1, even though it is a strategy in Principle 5. This is a difference between GME and ALEAT.)


Note → Live Demo & practice after next few slides.

Tags



Funding Tags
Federal
Grant Funding
Source

Program Tags
Funding for Identified
Programs
and LEA Set-Asides



Title I LEA

Title I
Target

Title I
SW1

Title I
SW2

Title I
SW3


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Big Picture Overview

Refer to Funding Tags document in the Navigator and/or **Handout**

Break after tags info → step-by-step IAP to come after break

Live SIAP Demo & Practice



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I Do – We do – You do

Every principle must have at least one strategy and at least one action step, or you will get an error / “Validation” message within GME. (This is one difference from ALEAT)

Let’s do one together –

We just created a Principle, putting in the Identified Need, Root Cause, Need Statement and Outcomes.

The next step is to open the + sign next to the Principle you just created, which gives you access to the link to "Create Strategy."

The text box that opens is the only one for the strategy. We recommend you begin by naming the Strategy in alignment with its corresponding Principle and Primary Need. For example, begin the text box with "5.5:Social emotional learning" and then write the narrative of the actual strategy. When we finish this strategy, you will better understand why this is important.

Save the Strategy

Now when you see the Principle and Strategy, what is the Strategy named? Because it is the first strategy of the first principle you have entered, it is named by the system "1.1." If you add a second strategy in the same principle, it will be named "1.2" and so on. To know anything about the strategy, you will have to open the Details of it or choose

"Expand All" above. Then you can easily see the name YOU gave it, which is descriptive of its content.

Every strategy must have at least one action step. The fields are almost identical to what was in ALEAT with one exception.

Action steps have fields for titles, descriptions, date ranges, persons responsible, etc.

The ESSA Tier of Evidence is new. It is required for schools in school improvement and optional for others.

→ Additional information about the Tiers of Evidence can be found on the Navigator

And then there are tags You'll need to choose the Application Name – ESEA Consolidated.

This is new.

Then choose the Federal Funding Source – Green Tag

And the related Red Program Tag. As this is the SIAP, we will not choose any of the LEA Set-Asides, but will choose the Title I Program associated with this school – Targeted or Schoolwide.

Sue will go into more in-depth on tags after we go over the basics of building strategies and action steps in GME.

Save!

Point out the **n/a** if Not Funded. Do Not Choose a Funding Tag, only a Red Program tag.

Point out **Deleting** within “Nested” boxes.

Point out **changing order** of Principals and/ or strategies and/or Action Steps

Give Participants time to “Play” – to create their own Principals, Strategies & action steps

--> participants can utilize their own current SIAP

Tags for Action Steps

Arizona Department of Education Funding and Program Tags Quick Reference Guide		
ESEA Consolidated Grant (Title I-A, Title I-D, Title II-A, Title IV-A)		
LEA Admin	Identify action steps as an administrative set aside budgeted item	TI Target
Private Schools	Identify action steps for Traditional Districts with participating Private Schools	TI SW1
Summer School	Identify action steps related to LEA Summer School	TI SW2
Intercession	Identify action steps related to LEA Intercession	TI SW3
LEA Preschool	Identify action steps related to LEA Preschool	ELL
LEA SA 4d/4e	Identify action steps related to CSI/TSI	Recruitment
LEA Instr. Prog	Identify action steps related to other instructional programs	Retention
Public School Choice	Identify action steps related to transportation for LEAs with schools identified as CSI/TSI	Foster
LEA SA 6	Identify action steps for financial incentives and rewards for Title I teachers in schools identified as CSI/TSI	Well-Rounded
Homeless- 7A	Identify action steps for homeless student services	Safe/Healthy
Homeless- 7B	Identify action steps for homeless student transportation costs or liaison salary	Eff Use Tech
LEA Fam/Com	Identify action steps meeting required components for Parent and Family Engagement Programs.	N or D
Prof. Dev.	Identify action steps providing Professional Development.	Migrant Ed Basic Consortium, Basic Grant, Program Pass
Title III, Title III Consortium		
LEA Fam/Com	Identify action steps meeting required components for Parent and Family Engagement Programs.	PFS
Prof. Dev.	Identify action steps providing Professional Development.	Comprehensive Support and Improvement Grant, CSI Graduation Rate, CSI Mini Grant, Targeted Support and Improvement Grant, SIG
Gifted Education Grant, Gifted Education Grant Consortium		
AP	Identify action steps implementing strategies for Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International Examination (CIE)	CSI
Gifted	Identify action steps implementing strategies for Gifted Education Programs and Services	TSI
		State Improvement
Green = Funding Tag		Red = Program Tag
		N/A= This action step does not use Federal Funds

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Refer to handout.

Talk about a few of the tag names & a few possible examples of use.

LIAP VS SIAP

What is similar?

What is different?

LEA Integrated Action Plan (LIAP) Sections

Description (View Sections Only View All Pages)
All
History Log
History Log
Create Comment
LEA Planning Team
LEA Planning Team (REQUIRED)
LEA District Summary
LEA District Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)
All
History Log
History Log
Create Comment
School Planning Team
School Planning Team (REQUIRED)
Comprehensive Needs Assessment
Principles 1-6 (REQUIRED)
K-8 AzMeit AZELLA Data (OPTIONAL)
HS AzMeit Data (OPTIONAL)
Miscellaneous Data (OPTIONAL)
Teacher Data (OPTIONAL)
Final Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

Change Status to Draft
or Revision Started



21

Big Picture overview

Similar – History Log; Planning Team; Related Documents

Difference – No CNA (No Fishbones required for LIAP)

LEA District Summary

LEA Integrated Action Plan (LIAP) Sections

Description (View Sections Only View All Pages)

All
History Log
History Log
Create Comment
LEA Planning Team
LEA Planning Team (REQUIRED)
LEA District Summary
LEA District Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All



**Process
Description**

LEA District Summary

- (1) identifies trends and patterns across school/s;
- (2) uses this data to develop needs across district;
- (3) develops the LIAP to support the needs and desired outcomes; and
- (4) monitors the LIAP and SIAPs for effectiveness



- Please describe the process of how the LEA addresses the following:

- (1) identifies trends and patterns across school/s;
- (2) uses this data to develop needs across district;
- (3) develops the LIAP to support the needs and desired outcomes; and
- (4) monitors the LIAP and SIAPs for effectiveness



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Refer to District Summary Worksheet document in the Navigator and/or **Handout**

Show worksheet resource live:

Navigator

<https://www.azed.gov/titlei/planning-workflow/>

LEA Integrated Action Plan (LIAP)

LEA Integrated Action Plan (LIAP) Sections

Description (View Sections Only View All Pages)

All
History Log
History Log
Create Comment
LEA Planning Team
LEA Planning Team (REQUIRED)
LEA District Summary
LEA District Summary (REQUIRED)
Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
Related Documents
Related Documents
All

Principle:	Principle 1: Effective Leadership
*Primary Need:	
	0 of 5000 characters
Root Cause:	
	0 of 5000 characters
*Needs Statement:	
	0 of 5000 characters
*Desired Outcomes:	
	0 of 5000 characters
SMART Goal:	
	0 of 5000 characters



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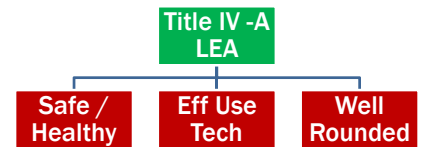
For each Principle aligned to identified needs, LEA will complete Primary Need, Needs Statement, and Desired Outcomes.

Root cause information is best practice, but is optional.

SMART Goals for LEA's in Improvement.

LIAP Tags

FY21 LEA IAP VS School IAP	
LEA IAP	SCHOOL IAP
Things to Include <ul style="list-style-type: none"> Title I Set Asides as <i>Action Steps</i> Title I-D Title II-A Title IV-A Title V (RLIS) Title III (Monitored by OELAS) 	Things to Include <ul style="list-style-type: none"> Title I expenditures by school budget as Action Steps TSI (Monitored by Support & Innovation)
Tags to Use <p>Funding Tags</p> <p>Title I LEA Title I-D Del LEA STUDENTS AEG Title II-A RLIS</p> <p>Program Tags</p> <p>LEA Admin Private Schools Intercession</p> <p>LEA Preschool Summer School LEA Instr Prog</p> <p>LEA SA 4d/4e LEA SA 8 Homeless - 7a</p> <p>Homeless - 7b LEA Fam/Com Prof Dev N or D</p> <p>Safe/Healthy Eff Use Tech Well Rounded</p> <p>Recruitment Retention</p>	Tags to Use <p>Funding Tags</p> <p>Title I LEA</p> <p>Program Tags</p> <p>TI SW1</p> <p>TI SW2</p> <p>TI SW3</p> <p>TI Target</p> <p>LEA Fam/Com Prof Dev</p>



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Call out **LEA IAP Tags** specifically

- LEA Set-Asides
- Title II
- Title III
- Title IV

Refer to Funding Tags document in the Navigator and/or **Handout**

Live LIAP Practice



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Participants create their own Principals, Strategies & action steps - as needed -
--> participants can utilize their own current LIAP

Additional Notes

- History Log Protocols
- IAP in GME is not in “Live-View” mode
- Status change is for LEA to save and revise
- Plan revision number will not match Fiscal Application revision number



Status:	School Plan Draft Started
Change Status To:	<u>School Plan Saved</u>

Status:	LEA Plan Saved
Change Status To:	<u>LEA Edit Plan</u>

Status:	LEA Plan Revision Saved
Change Status To:	<u>LEA Edit Plan</u>



LEA Integrated Action Plan (LIAP) Sections

Mesa Unified District (070204000) Public District - FY 2021 - **Medium Risk** - LEA Integrated Action Plan (**LIAP**) - **Rev 1**

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LEA to create their own internal procedures for utilizing SIAP History Log to communicate with LEA.

ADE will be putting notes in the Grant Checklist (as before), and also in the LIAP and/or SIAP as determined by the note content.

ADE can not see plan until Status is changed to “Plan Saved.”

ADE will not be responding when status changes occur in the GME Planning Tool. Saving is not a “submit” action. ADE will review plan when Grant Application is submitted.

LEA is still expected to continually update their Plan, so IAP revision number is expected to be higher than the Grant Application revision number.

Timeline Suggestions

January 2020 **Identify Planning Team Members**

January - March **CNA & IAP**

- Collect & Review Data
- Review & evaluate current IAP
- Complete Comprehensive Needs Assessment (CNA)
- Identify Primary Needs
- Complete Root Cause Analysis Fishbones
- Determine Outcomes
- Create Integrated Action Plan (IAP)

March 1, 2020 **FY21 ESEA Consolidated Grant Application Opens**

May 1, 2020 **FY21 ESEA Consolidated Grant Application Due**



Training Dates



- December 9, 2019 at Washington Elementary
- December 20, 2019 at ADE Jefferson location
- January 13, 2020 at Pendergast Elementary District
- January 15, 2020 at Yavapai County Education Service Agency
- January 22, 2020 at Crane Unified School District
- January 22, 2020 at The Charter Foundation
- January 24, 2020 at Flagstaff Unified School District
- January 28, 2020 at Tombstone Unified School District
- January 29, 2020 at Pima County School Superintendent's Office

Register on EMS Calendar of Events

Use "Title I" in the Program Area Field to search

A screenshot of the Event Management System (EMS) interface. The header shows "Event Management System" and "Arizona Department of Education". Below this is a yellow bar with the text "Calendar of Events". Underneath, there is a "Program Area:" label followed by a dropdown menu. The dropdown menu is open, showing "Title I" as the selected option.