



# The School Improvement Process

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[http://bit.ly/SI\\_Process](http://bit.ly/SI_Process)

FALL 2019

SUPPORT AND INNOVATION UNIT

ARIZONA DEPARTMENT OF EDUCATION

# Agenda



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School Improvement Identification

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Requirements

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Leadership Teams

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Comprehensive Needs Assessment

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Root Cause Analysis

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SMART Goals

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Integrated Action Plan

# Schools We Serve

**Comprehensive Support  
and Improvement (CSI)  
Low Achievement  
(Federal)**

**Comprehensive Support  
and Improvement (CSI)  
Low Grad Rate  
(Federal)**

**Targeted Support and  
Improvement (TSI)  
(Federal)**

**School Improvement  
Grant (SIG)  
(Federal)**

**State Designated D and  
F Schools**

# State Accountability

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ARS Statue 15-241

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Arizona State Board of Education -  
Identified Annually

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Applies to Traditional, Charter, and  
Alternative

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Title I and Non-Title Schools

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Accountability Plans: K-8, 9-12,  
Alternative

## District Requirements

- The district governing board shall:
  - Within **30 days** of notification:
    - Provide written notification of grade to each residence in attendance area; notice explains improvement plan process and upcoming public meeting
  - Within **90 days** of notification:
    - Develop improvement plan
    - Submit copy of plan to superintendent of public instruction and county education service agency
    - Supervise the implementation of the plan
  - Within **30 days** of submitting plan
    - Hold a public meeting at each school and present plan

## Charter Requirements

- The school shall:
  - Within **30 days** of notification:
    - Provide written notification of grade to the parents of the students attending the school; notice explains improvement plan process and upcoming public meeting
  - Within **90 days** of notification:
    - Present an improvement plan to the charter sponsor at a public meeting
    - Submit copy of plan to charter sponsor
  - Within **30 days** of submitting plan
    - Hold a public meeting at each school and present plan

ARS 15-241 Requirements – D letter grade

# Timeline for “D” Schools

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**LEA/School  
Notification of  
letter grade on  
Nov. 4, 2019.**

**By Dec. 3, 2019  
Written  
Notification to  
Community**

**Feb. 1, 2020, Final  
Integrated Action  
Plan for  
Improvement Due**

**By Mar. 2, 2020  
Hold Public  
Meeting**

## District Requirements

- The district governing board shall:
  - Within **30 days** of notification:
    - Provide written notification of grade to each residence in attendance area; notice explains improvement plan process and upcoming public meeting
  - Within **60 days** of notification:
    - Develop improvement plan
    - Submit copy of plan to superintendent of public instruction and county education service agency
    - Supervise the implementation of the plan
  - Within **30 days** of submitting plan
    - Hold a public meeting at each school and present plan

## Charter Requirements

- The school shall:
  - Within **30 days** of notification:
    - Provide written notification of grade to the parents of the students attending the school; notice explains improvement plan process and upcoming public meeting
  - Within **60 days** of notification:
    - Present an improvement plan to the charter sponsor at a public meeting
    - Submit copy of plan to charter sponsor
  - Within **30 days** of submitting plan
    - Hold a public meeting at each school and present plan

ARS 15-241 Requirements – F letter grade

# Timeline for “F” Schools

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**LEA/School  
Notification of  
letter grade on  
Nov. 4, 2019.**

**By Dec. 3, 2019,  
Written  
Notification to  
Community**

**Jan. 2, 2020, Final  
Integrated Action  
Plan for  
Improvement Due**

**By Feb. 1, 2020,  
Hold Public  
Meeting**



# Requirements for All Schools in Improvement

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Comprehensive Needs Assessment (CNA)

Root Cause Analyses (RCA)

Integrated Action Plan - to address identified primary needs from CNA

- Plans MUST include: Primary Need, Root Cause, Need Statement, Desired Outcomes, SMART goals, Evidence-based Strategies and Action Steps

Quarterly Benchmark and IAP Reflections (Jan., Mar., June)

General Assurances

Complete Contact Forms on the Support and Innovation website

- <http://www.azed.gov/improvement/>





## Important Information

# Additionally for “F” schools...

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- On-site support visits with an ADE SI program specialist
- *Designation as a Comprehensive Support and Improvement (CSI) school*
- Exit criteria:
  - Increased letter grade for 2 years
  - Implementation of school improvement goals, strategies and action steps in IAP
- Eligible to apply for CSI grant funds



# Questions?

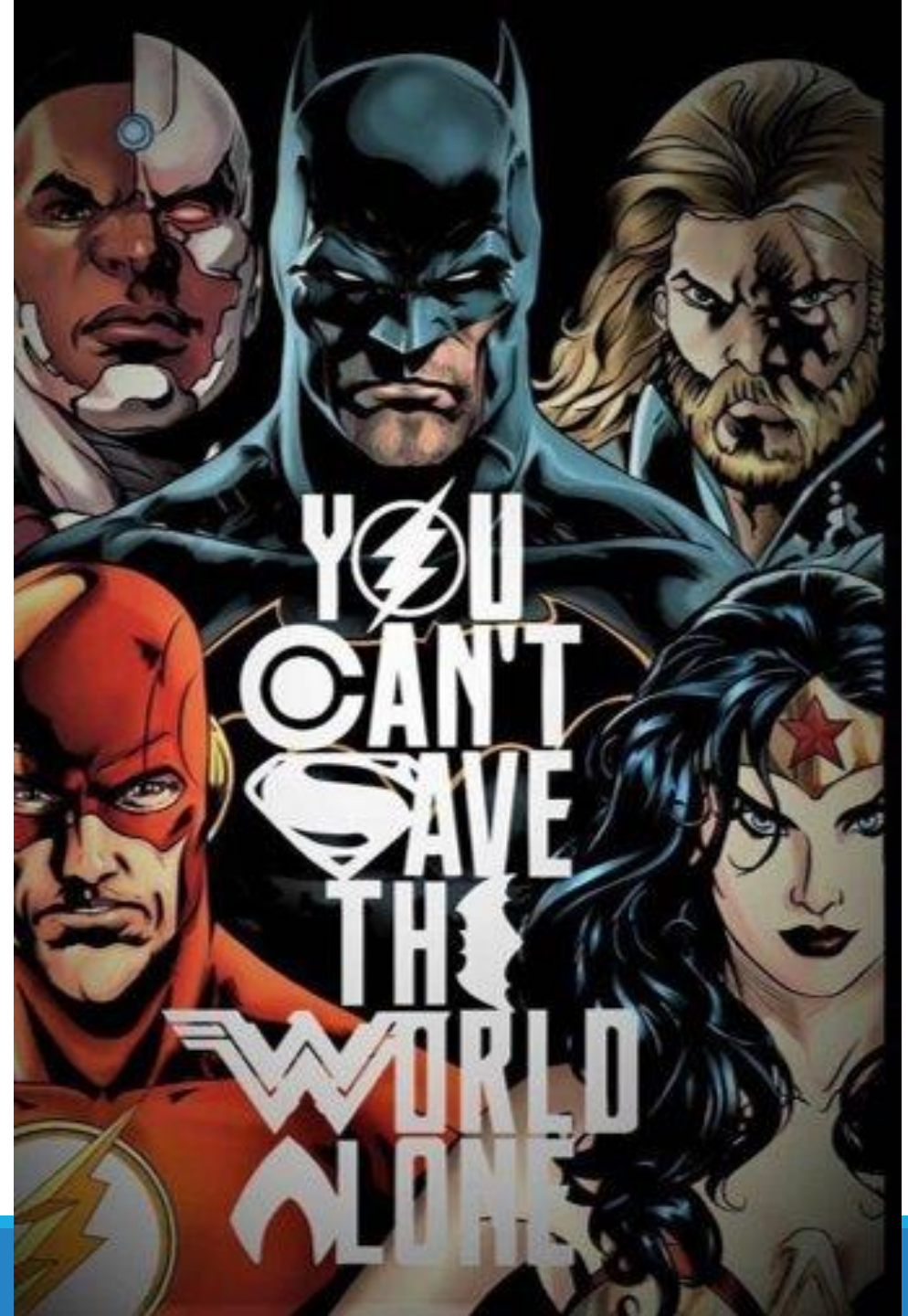
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# Creating Meaningful Change

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“No one person has the capacity to hold all the qualities to transform a culture by oneself, you need a team.”  
—Anthony Mohammad



# Additionally...

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Research suggests that leadership team members should:

Be committed to school-wide change

Be respected by colleagues

Possess leadership potential

Demonstrate effective interpersonal skills

Be able to start projects and “get things done”

Successful leadership teams are typically made up of volunteers (Marzano et al., 2005) so it is important that participants be invited to serve on the leadership team, rather than assigned to serve.





# What does a Leadership team do?

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**Support the  
Mission of  
Learning for All**

**Action Plan  
Creation**

**Professional  
Learning**

**Data Analysis**

**Facilitates  
Communication**

**Reflection**



# School Leadership Team

- School Leadership (Principal, Asst. Principal, Dean, etc.)
- Teachers
- Paraprofessionals
- Parents
- Students
- Other Specialized Staff Support (ex: Counselor, Specialists, etc.)
- Community Members
- Others?

ESSA

Section 1111 Comprehensive Support & Improvement / Targeted Support & Improvement

Section 1114 Schoolwide

Section 1115 Targeted Assistance Program



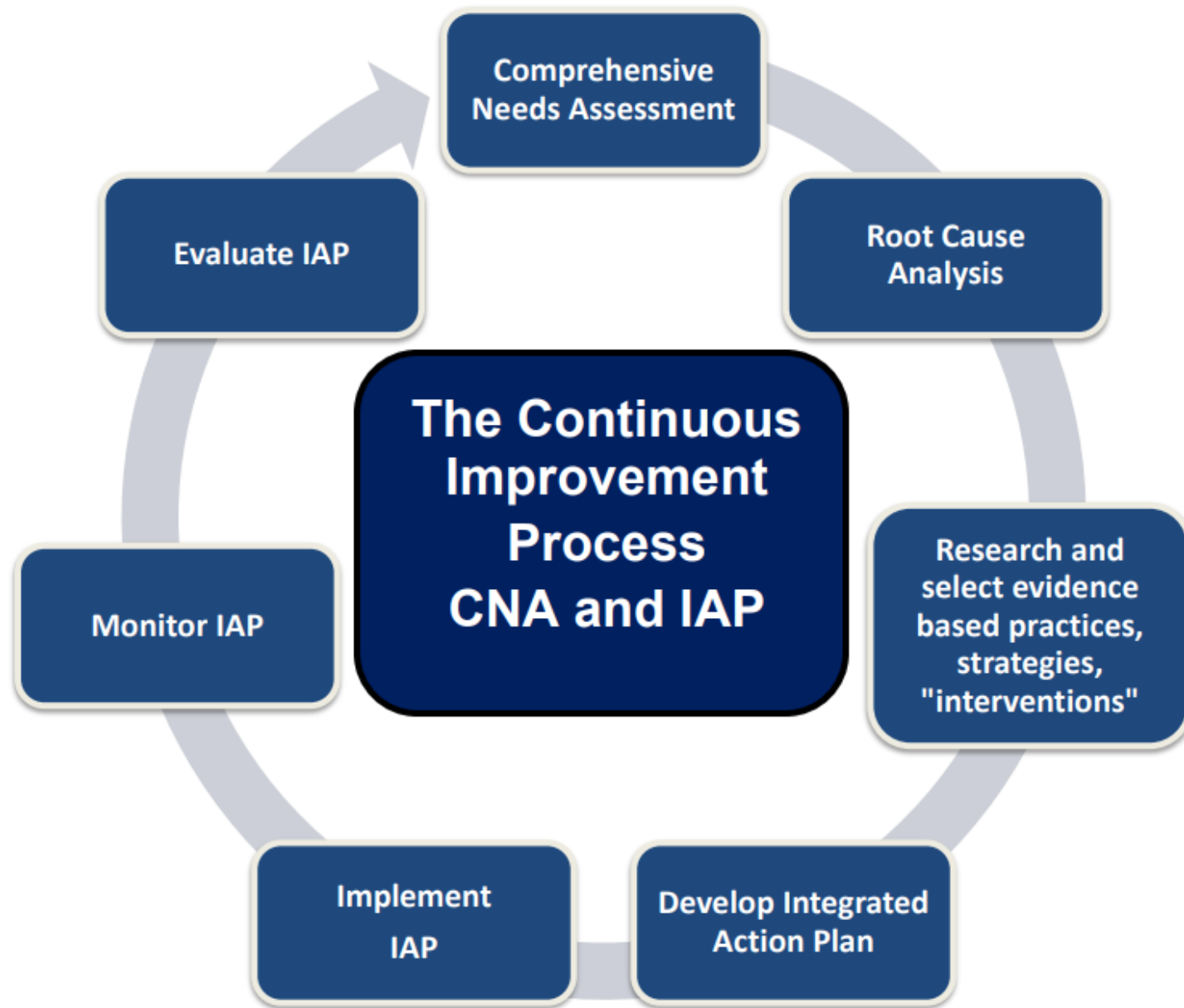
*Dream Team*

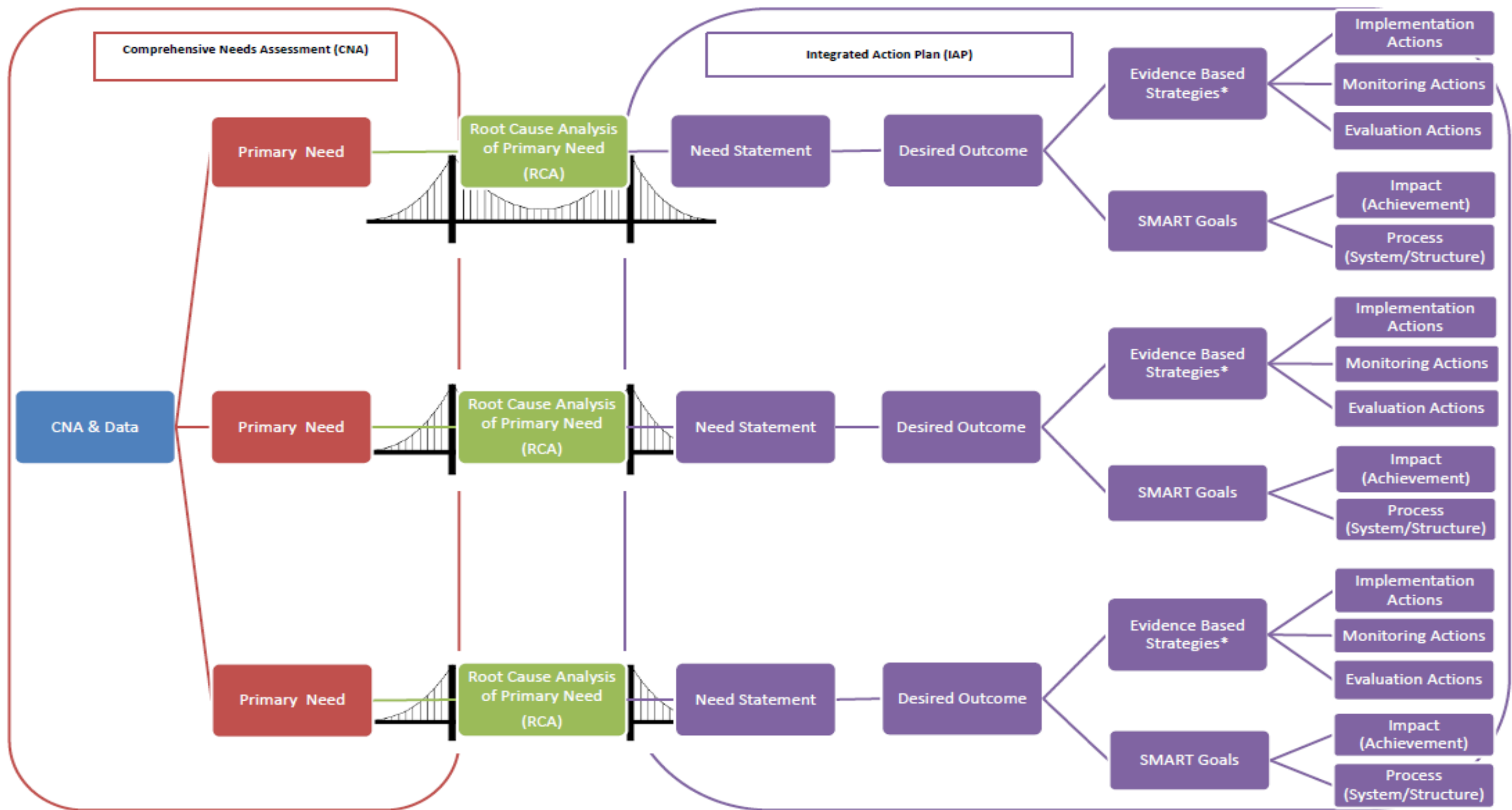




# Stretch Time

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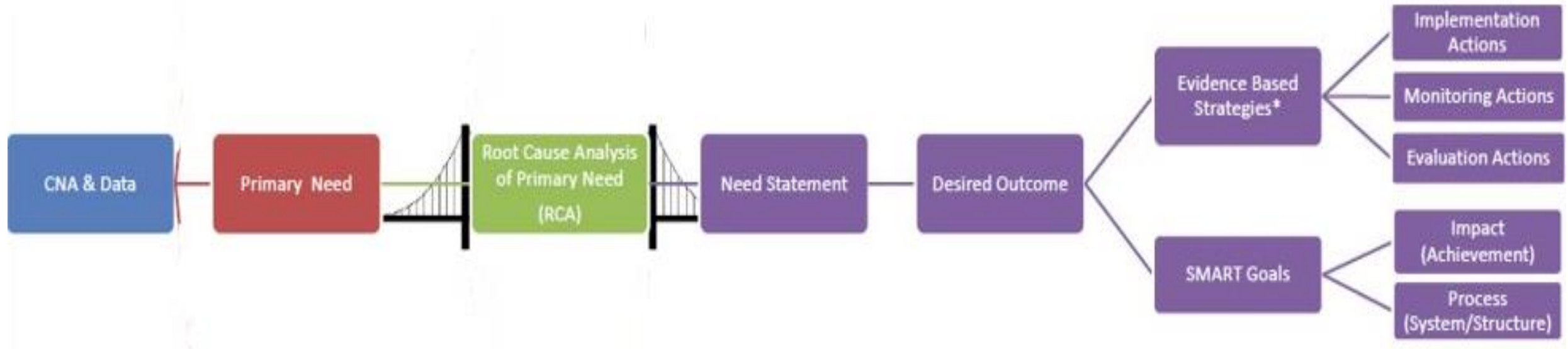




\*Special Reminder: There could be multiple strategies to support the desired outcome.

# Let's Break Down This Model

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# Comprehensive Needs Assessment (CNA)

Systematic

Reflects Current State

Set Priorities for Action

Stakeholder Involvement

Authentic vs. Compliance

Data-driven: Qualitative & Quantitative

Foundational to Integrated Action Plan

Drives Improvement



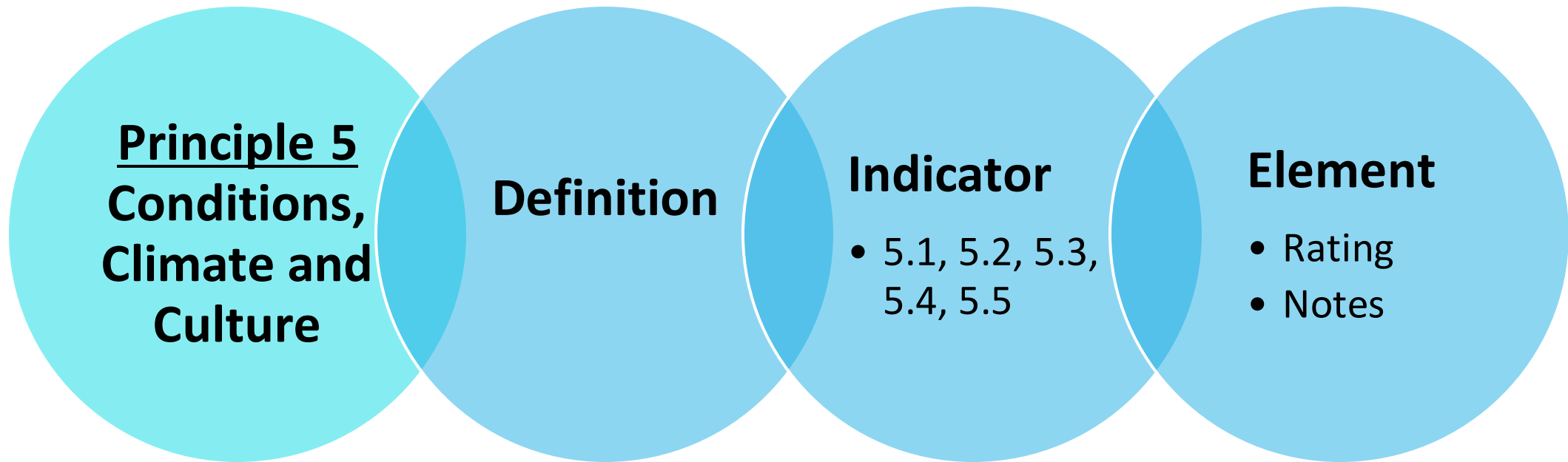
# The 6 Principles

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# Within each principle

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## **Principle 5 - Conditions, Climate, and Culture**

**Definition: Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.**

Indicator	Output	Element	Evidence
5.1 Our staff has high expectations for learning for all students.	Students view themselves as integral members of an inclusive school community which increases student efficacy.	<p>Are inclusive beliefs and practices evident and part of the school culture?</p> <p>Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?</p>	



# Data Drives Decisions & Identifies Needs

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## Leading Data Indicators

- Dropout Rate
- Discipline Incidents
- Truancy
- Teacher/Student Attendance
- Benchmark Assessments
- Credits Earned

## Lagging Data Indicators

- State Assessment (grade, course, subgroups)
- EL proficiency (AZELLA)
- Graduation Rate

Download the CNA Template at: <https://tinyurl.com/ADECNATemplate>

Indicator			Element	Rate each element/question:				Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)
#	Description	Ideal Output		0	1	2	3			
5.1	Our staff has high expectations for learning for all students	Students view themselves as integral members of an inclusive school community which increases student efficacy.	A. Are inclusive beliefs and practices evident and part of the school culture?	<input checked="" type="radio"/> No	<input type="radio"/> Tacitly	<input type="radio"/> Yes	<input type="radio"/> Yes, absolutely	<input type="checkbox"/> Celebrations of learning/attendance/growth/behavior		0.00
								<input type="checkbox"/> Communications - points of pride/newsletters		
								<input type="checkbox"/> Observations between teachers and students		
5.1			B. Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?	<input checked="" type="radio"/> No	<input type="radio"/> A few	<input type="radio"/> Yes, some	<input type="radio"/> Yes	<input type="checkbox"/> Inclusive practices-build culture through conversations- PLC notes		
								<input type="checkbox"/> Culture - reporting progress of all students		
								<input type="checkbox"/> Monitoring intervention deployed		

Rate Yourself!

Data Summary:					
	Indicator	Description	Average Score	Trend: High/Low Scores	Comments & Notes
Principle 5 - Conditions, Climate, and Culture	5.1	Our staff has high expectations for learning for all students.	0.00		
	5.2	Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	0.00		
	5.3	Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures	0.00		
	5.4	Our school provides guidelines and safe practices relating to school health services.	0.00		
	5.5	Our school offers services to fully support the academic and social needs of students.	0.00		
Average Score for Principle 5 - Conditions, Climate, and Culture:		0.00			
Identify trends and patterns for Principle 5 - Conditions, Climate, and Culture:					
Identify possible primary needs for Principle 5 - Conditions, Climate, and Culture:					

Data Summary Must Be Completed for Each Principle

Identify your trends and patterns for the principle

Identify any possible primary needs for the principle

# Final Summary Tab

## Final Steps: Summary and Needs Identification

Using the summary of your data above: Step 1- Identify your overall Primary Needs    Step 2 - Conduct a Root Cause Analysis    Step 3 - Write Primary Needs Statements and Desired Outcomes

Step 1: Identify your 3- 4 Primary Needs	1	1.5 Our leadership team implements a system of academic and fiscal accountability to ensure every student's success.
	2	2.4 Our teachers implement evidence-based, rigorous and relevant instruction.
	3	4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.
	4	

# CNA Completion



Schedule time with your team to complete **all 6 principles** of the CNA

- Plan for multiple sessions
- Collect your leading and lagging indicator data

Consider the evidence needed for each principle

Complete the ratings for all indicators in all 6 principles

Complete the data summary boxes for all 6 principles

Review the Final Summary tab and identify your top 3-4 overall primary needs.

- Biggest areas of concern
- Most impactful overall

# Table Talk

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- How was your FY20 CNA completed?
- Who was involved?
- What data was reviewed?
- Did you assess all 6 principles?
- What evidence was provided?
- Did you complete the data summary for all 6 principles?
- Did you identify your top 3 primary needs on the Final Summary tab?
- Do you need to revisit and revise your CNA?
- What might you do differently as you complete your CNAs in the future?



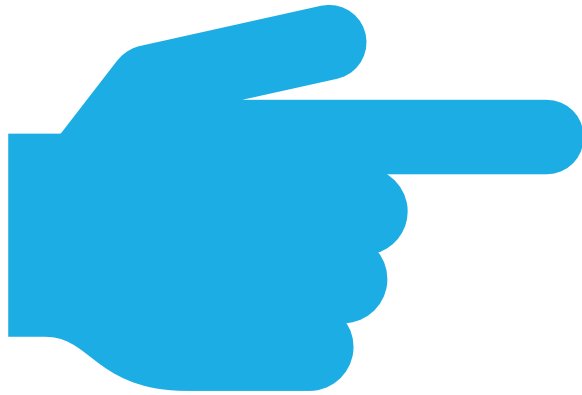


Integrated Action Plan to Complete CNA Principles					
Strategy	Action Step	Person Responsible	Resources Needed	Success Criteria	Team Members
Strategy: Complete Principle 1 Effective Leadership	Create a List of Committee Members		Copies of CNA principle ____, CNA tool  Evidence:	Team meeting completed, data collected and uploaded on CNA tool	
	Determine Date and Time for Meeting				
	Send Invitees				
	Conduct Meeting on:				
Strategy: Complete Principle 2 Effective Teachers and instruction	Create a List of Committee Members		Copies of CNA principle ____, CNA tool  Evidence:	Team meeting completed, data collected and uploaded on CNA tool	
	Determine Date and Time for Meeting				
	Send Invitees				
	Conduct Meeting				
Strategy: Complete Principle 3 Effective Use of Time	Create a List of Committee Members		Copies of CNA principle ____, CNA tool  Evidence:	Team meeting completed, data collected and uploaded on CNA tool	
	Determine Date and Time for Meeting				
	Send Invitees				
	Conduct Meeting				

# Create A Plan to Complete or Revise Your CNA

# Uploading to ALEAT

<https://www.ade.az.gov/CommonLogon/Logon.aspx>



1. Upload CNA to your school's file cabinet in ALEAT.
2. Click on the paper clip at the top of the page of the school IAP.
3. Click on "Choose File" link and choose your CNA.
4. Then uncheck the check next to "use file name."
5. Rename the file: "FY20 CNA"
6. Then click "attach"

Non-Title Schools send CNA to your Education Program Specialist (EPS).

CNA:  
2.4 Implement  
evidence-based,  
rigorous instruction  
(writing)

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graph LR; A[CNA: 2.4 Implement evidence-based, rigorous instruction (writing)] --> B[Data Leading and Lagging: Percent proficient dips more than 10% on AzMERIT writing, argumentative writing and conventions scores are low]; B --> C[Identify Primary Need: 2.4 Our teachers do not implement evidence-based, rigorous writing instruction as evidenced from classroom observations, lesson plans and % proficient on AzM];
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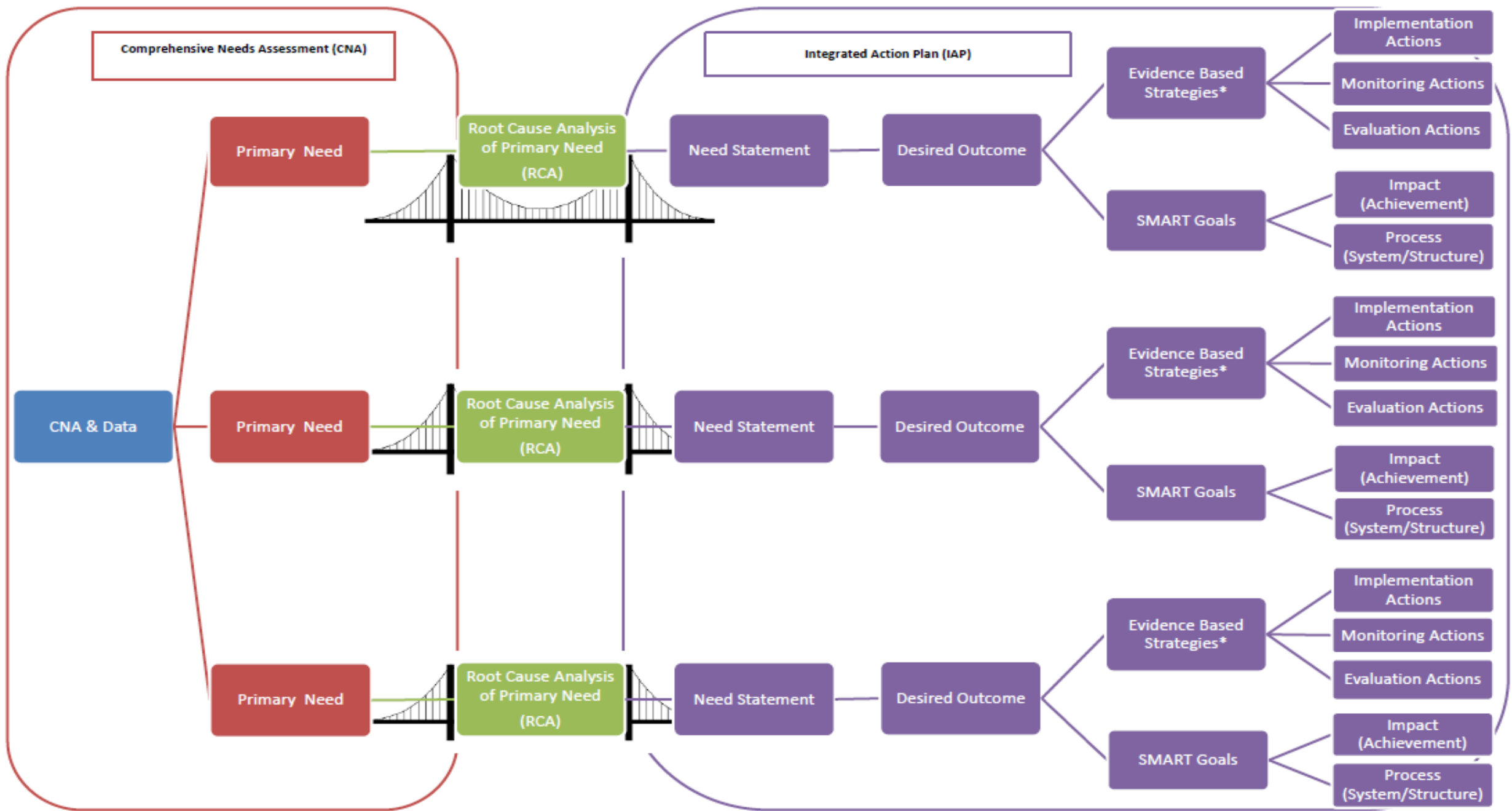
Data Leading and  
Lagging:  
Percent proficient  
dips more than 10%  
on AzMERIT writing,  
argumentative  
writing and  
conventions scores  
are low

Identify Primary  
Need:  
2.4 Our teachers do not  
implement evidence-  
based, rigorous writing  
instruction as  
evidenced from  
classroom  
observations, lesson  
plans and % proficient  
on AzM

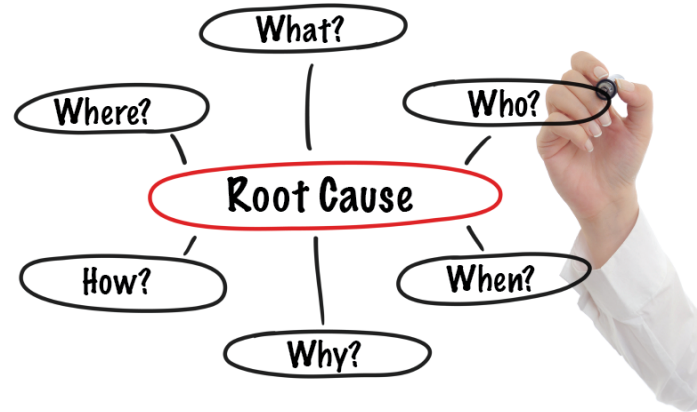
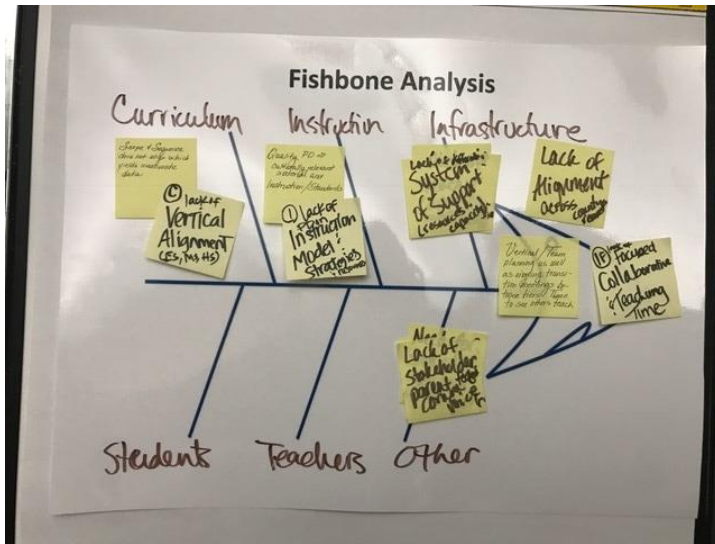


# Break Time

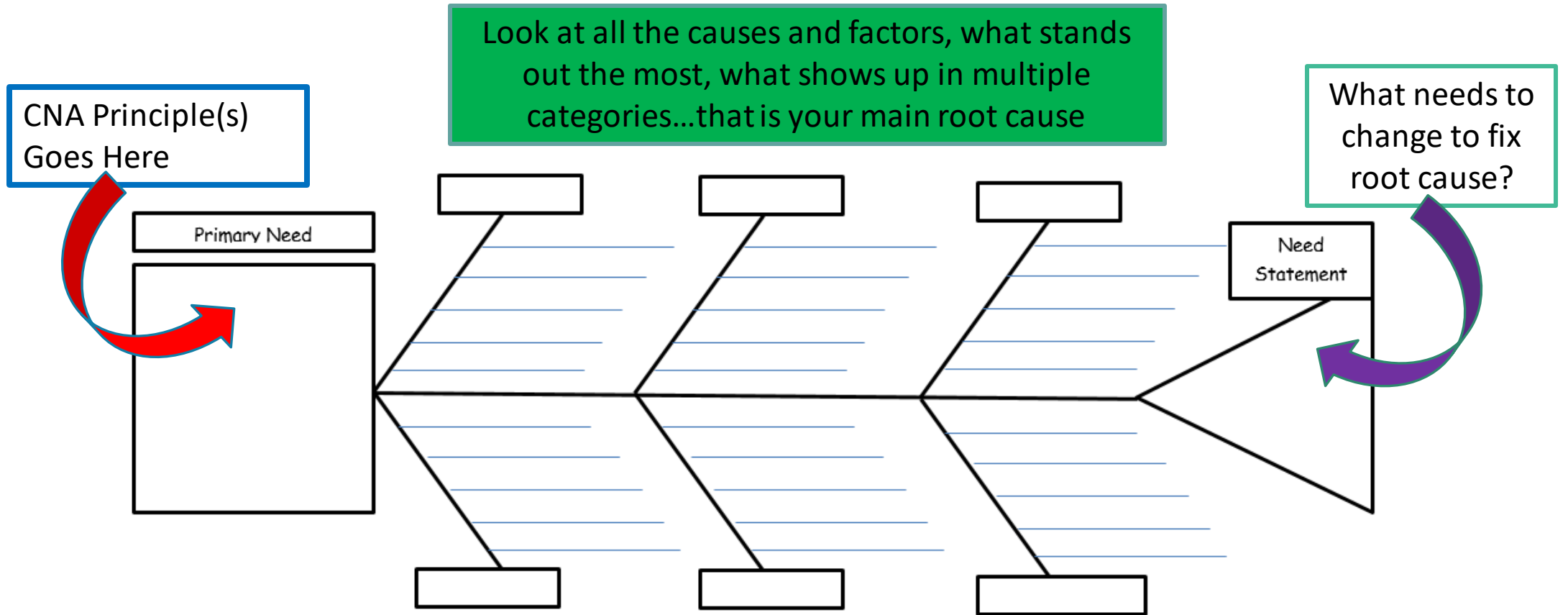
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\*Special Reminder: There could be multiple strategies to support the desired outcome.



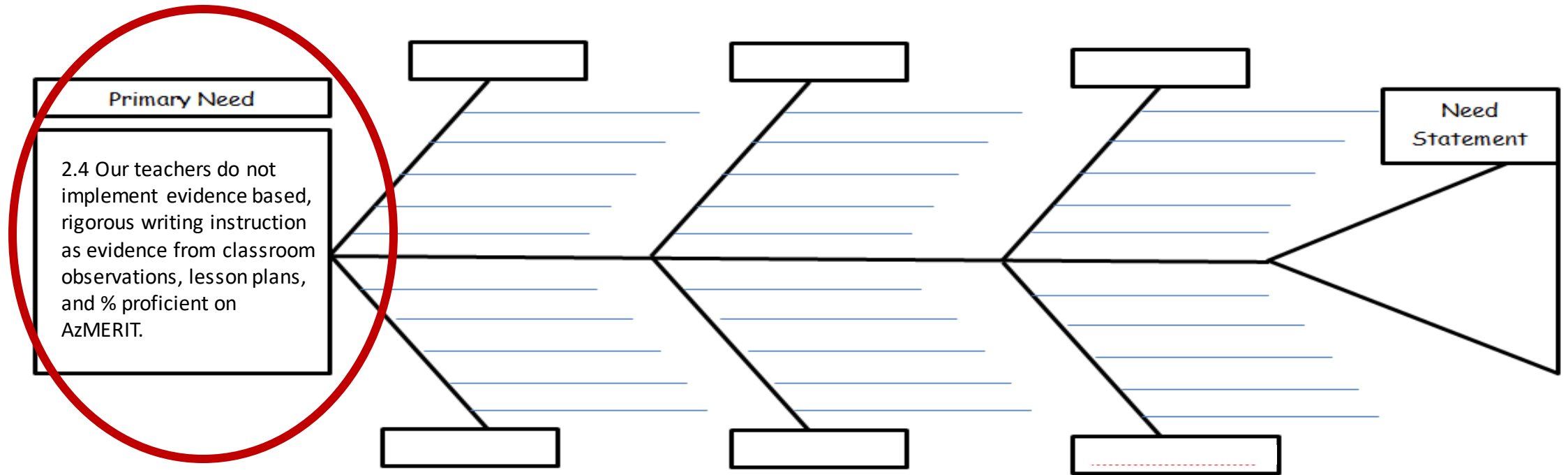
Have a problem? Now what?



Desired Outcome (Positively Restate your Needs Statement):

What will you do to fix the root cause and what will you achieve?

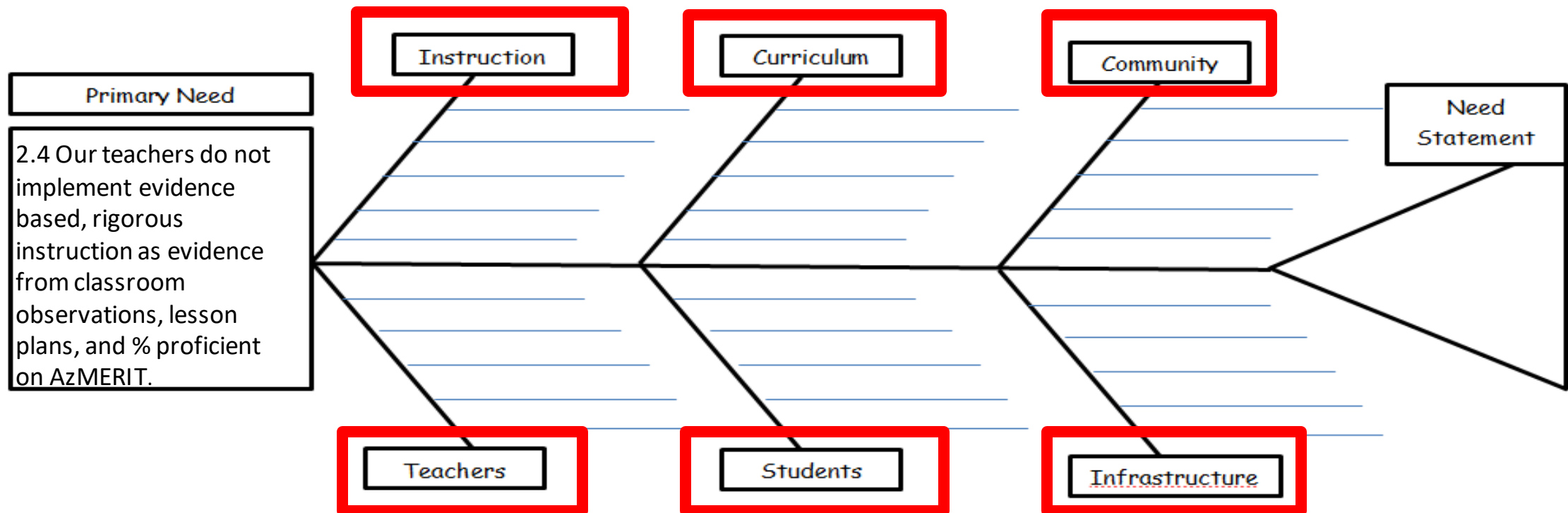
# Fishbone template for Schools



Desired Outcome (Positively Restate your Needs Statement):

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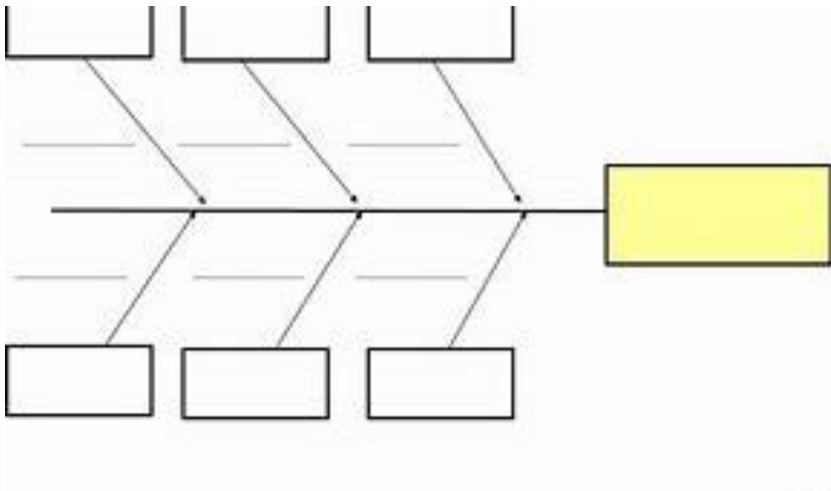


Desired Outcome (Positively Restate your Needs Statement):

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# Possible additional categories

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Leadership

Assessment

Transportation

Attendance

Time

Professional development

Climate/culture

Technology

Subgroups

# Sample Target Questions for Root Cause Analysis

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How do you know the problem exists?

What are your teachers or staff doing or not doing to contribute to the problem?

What are students doing or not doing to contribute to the problem?

What is the community or family doing or not doing to contribute?

What school systems support the problem? What systems do not support the problem?

What barriers are in place?

How does the curriculum contribute?

How does time contribute?

Does the school schedule play a role in the problem?

What causes the teachers to contribute to the problem?

How does instruction contribute to the problem?

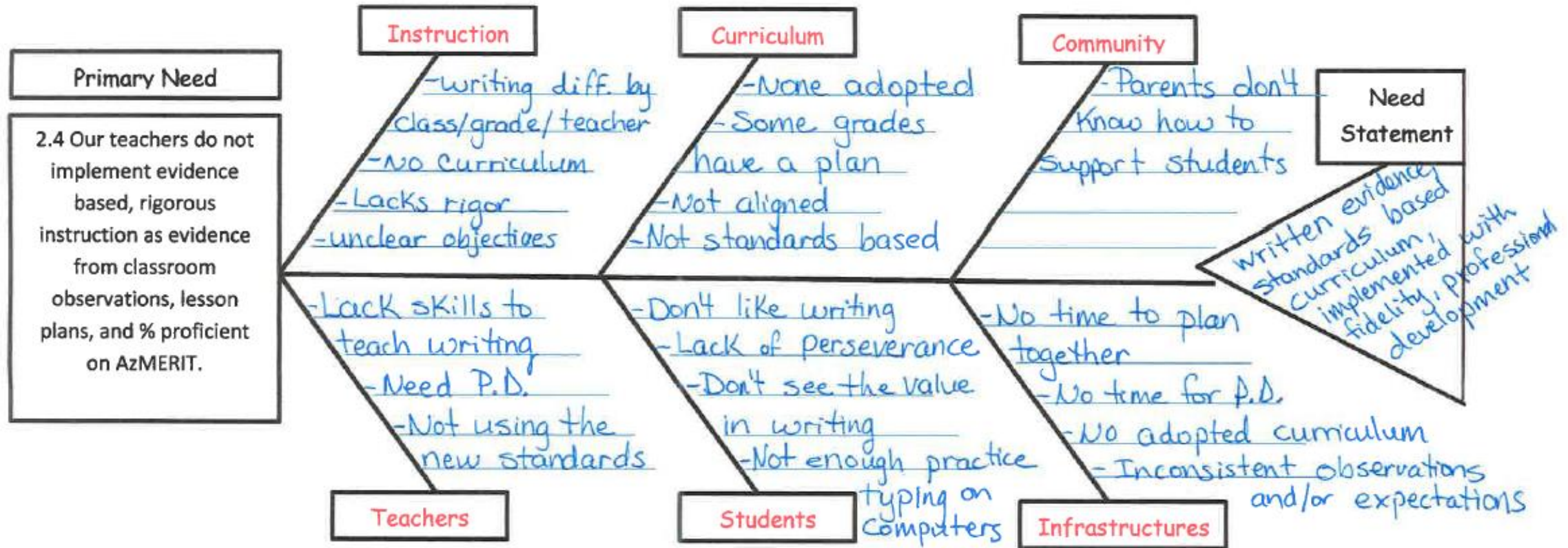




You Will Have to Study Your Diagram to Identify the Root Cause



Overall Root Cause: No curriculum and lack of knowledge

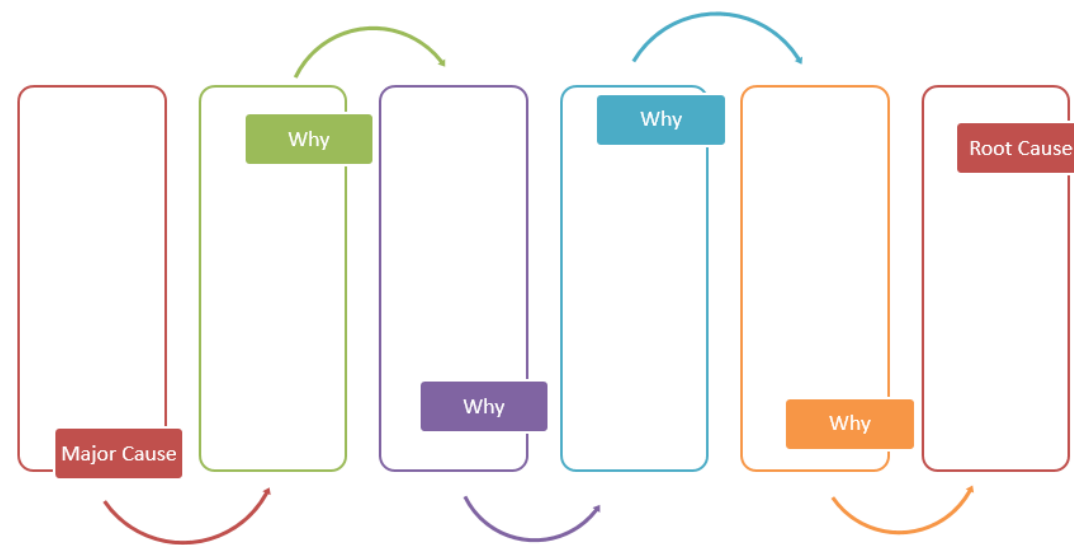
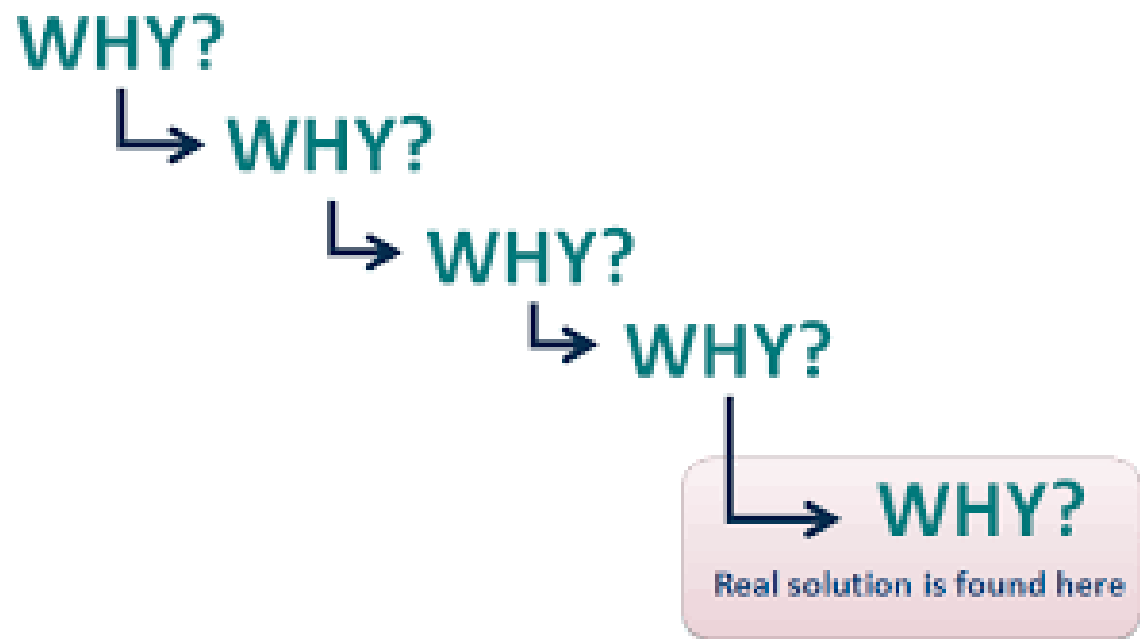


Desired Outcome (Positively Restate your Needs Statement):

Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.

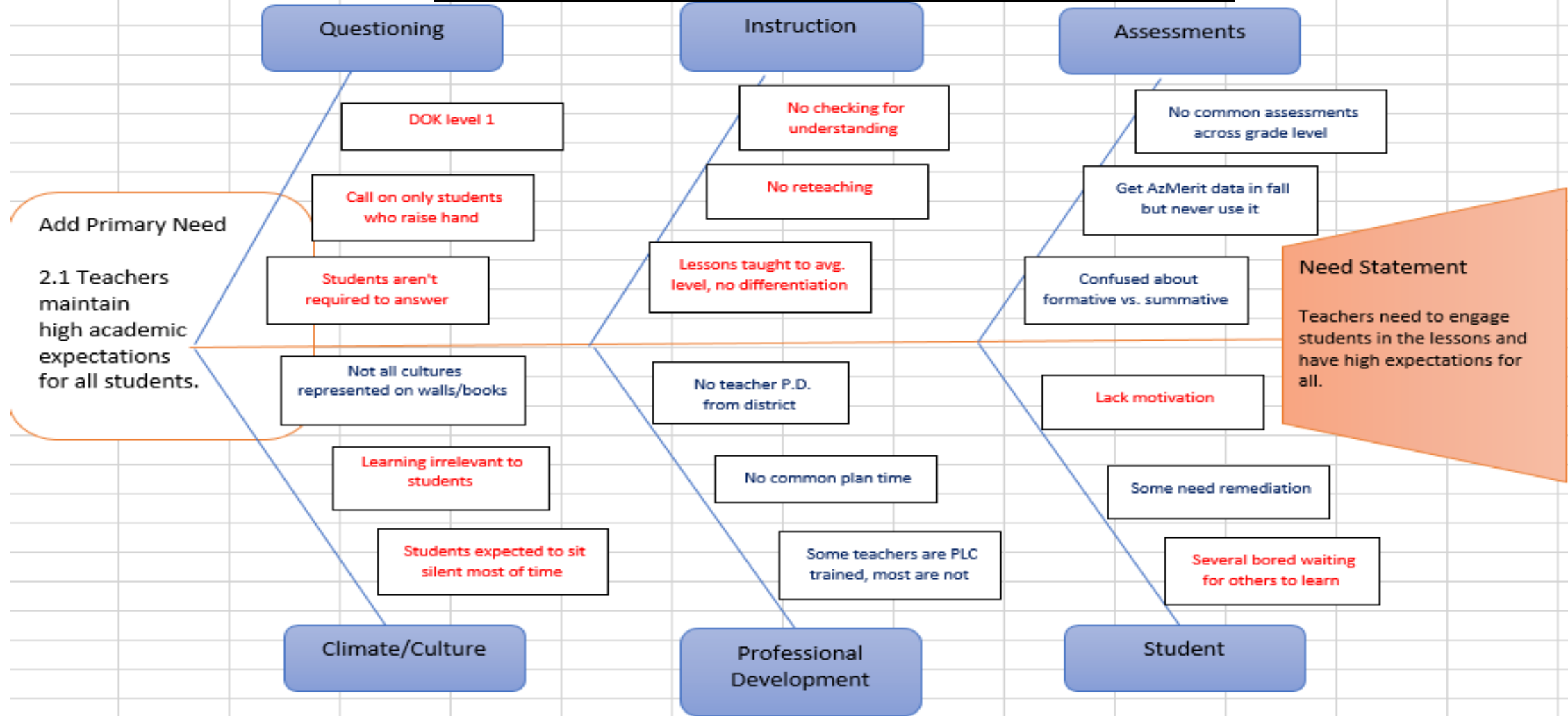


What if my tail  
is too big?



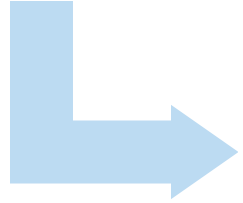
Sometimes you have to dig a little deeper...

Overall Root Cause: low rigor, lack of student engagement, no motivation, teachers just going through the motions, lack of relevancy

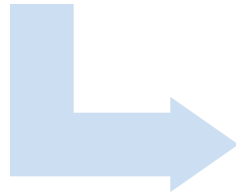




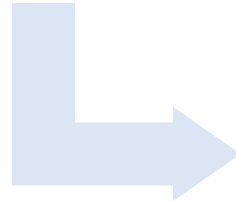
Why do teachers have low expectations for student achievement?



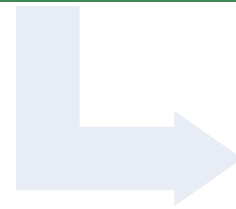
They don't understand their students' needs.



They don't take time to build relationships with students.



They don't know how to build a relationship.

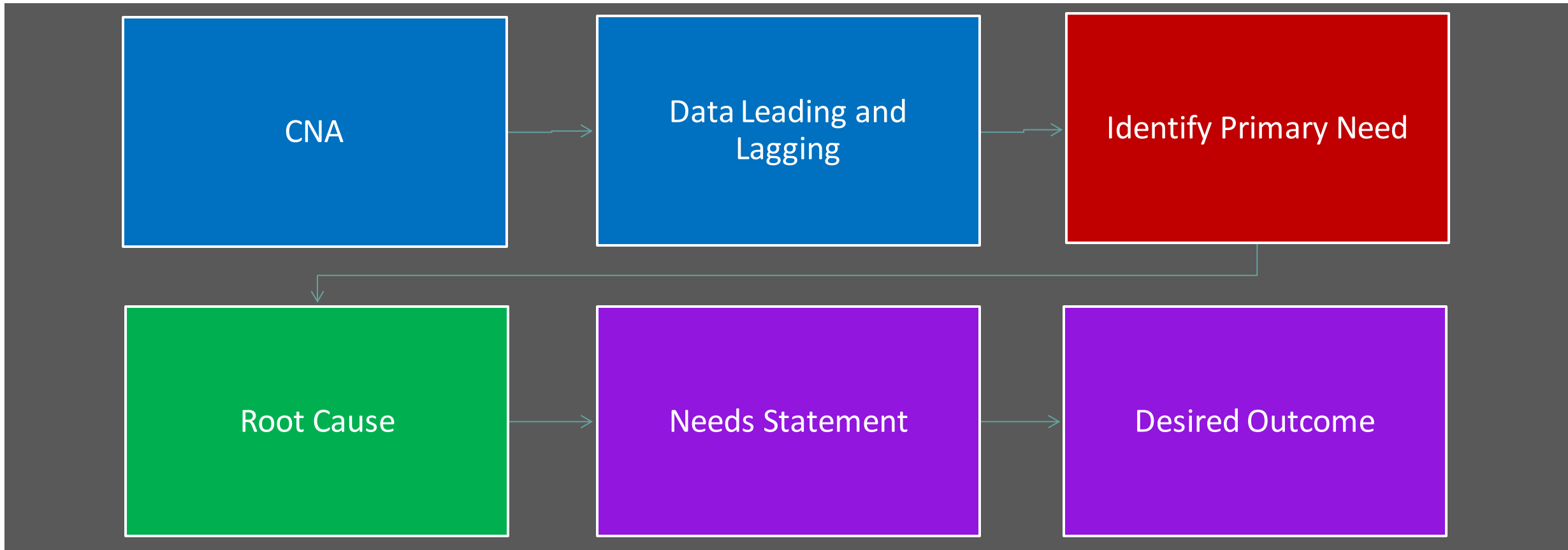


They don't have strategies to build relationships with students.

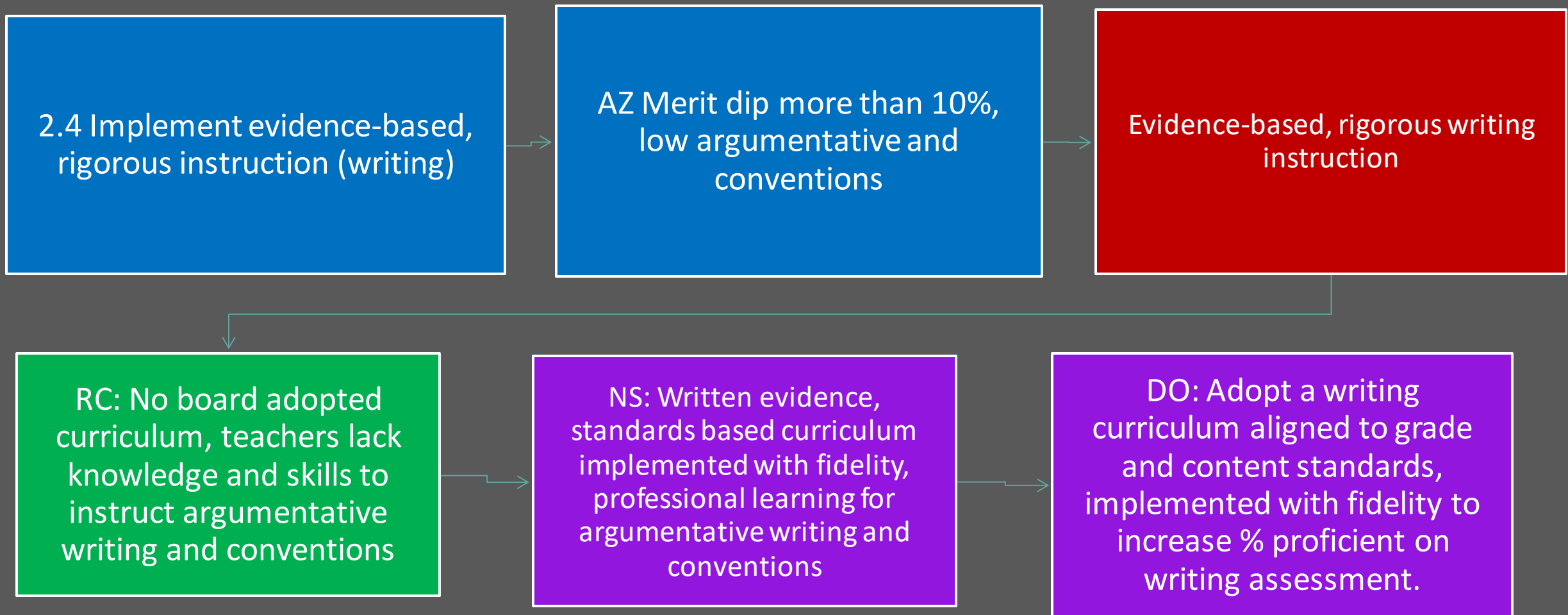
*Why? Why? Why?  
Why? Why?*

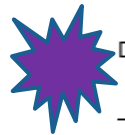
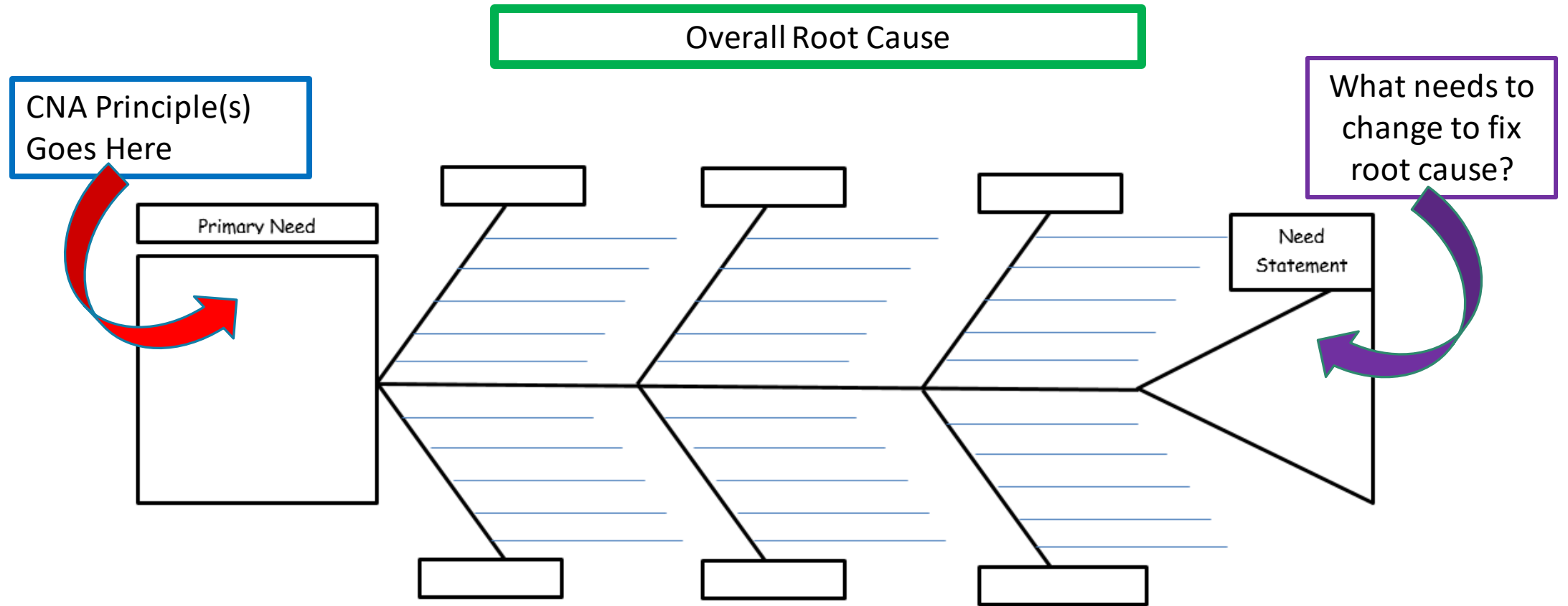
# Connecting RCA and IAP

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# Connecting RCA and IAP





Desired Outcome (Positively Restate your Needs Statement):

What will you do to fix the root cause and what will you achieve?

## Need Statements

- A. Teachers need to increase the practice of using higher level DOK questioning with students
- B. We need to provide opportunities for parents and community to get involved in the school
- C. Staff need opportunities to collaborate to review assessment data and create student action plans

## Desired Outcomes

- A. Teachers will include DOK 2 and 3 levels of questioning in their daily planning and instruction
- B. Create a team to develop and implement opportunities for parent and community involvement
- C. Develop a schedule for team collaboration and expectations for assessment data review and student action plan creation

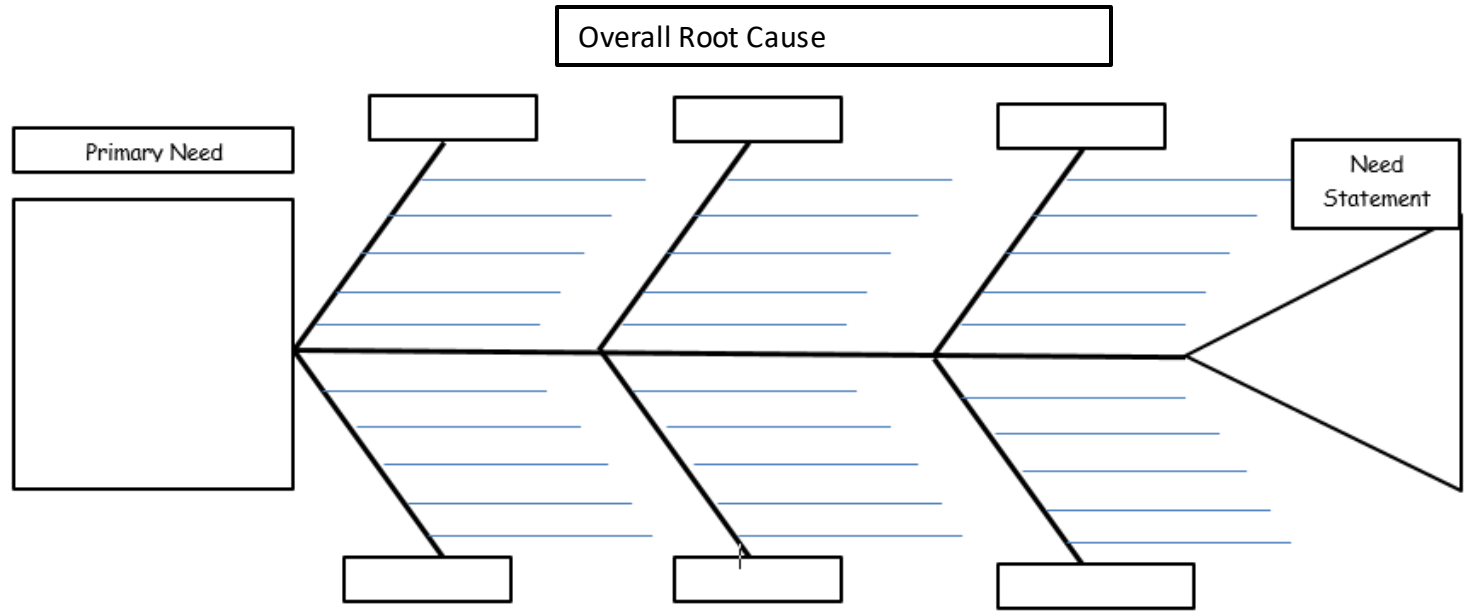
# A word about TSI Subgroups

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Must include in your consideration of primary needs, root causes, need statements, and desired outcomes

- Include on a bone of the fish
- Separate fishbone





# Your Turn-Root Cause

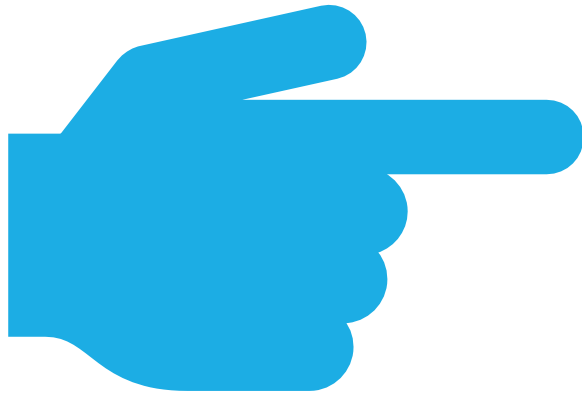
# Back to the CNA Final Summary Tab

Step 2: Identify Root Causes	1	1.5 lack of a school leadership team and data-driven culture	
	2		
	3		
	4		
Primary Needs Statements and Desired Outcomes	1	1.5 Need to create a school leadership team that evaluates school needs and guides staff to analyze and utilize data regularly	1.5 Our school leadership team will develop a data driven culture by creating system of academic accountability for staff to further support student academic achievement
	2		
	3		



# Uploading to ALEAT

<https://www.ade.az.gov/CommonLogon/Logon.aspx>



1. Upload a fishbone diagram for each primary need to your school's file cabinet in ALEAT
2. Click on the paper clip at the top of the page of the school IAP
3. Click on "Choose File" link and choose your document
4. Then uncheck the check next to "use file name"
5. Rename the file: "FY20 Fishbone 1.5", etc.
6. Then click "attach"

Non-Title Schools send RCAs to your Education Program Specialist (EPS).



Lunch Time

S

M

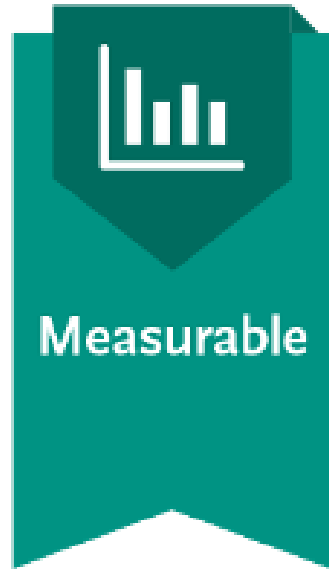
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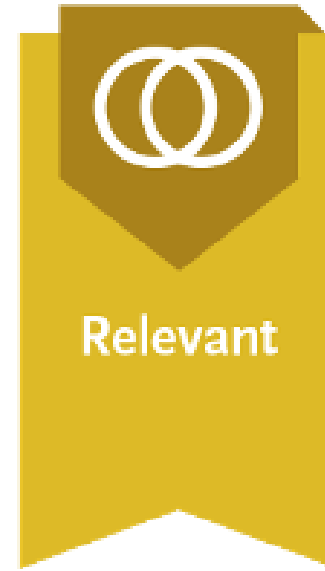
Specific



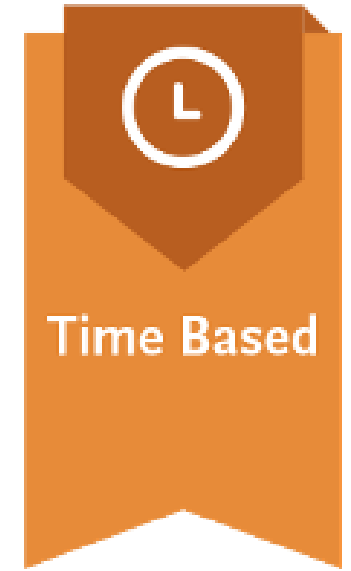
Measurable



Attainable



Relevant



Time Based

# SMART Goals

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# Types of SMART goals

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## Impact Goal

- Student Achievement
- Show Growth or Increase Proficiency

## Process Goal

- Implementation
- Systems, Structures & Processes

**AzM2**

**AZELLA**

**MSAA**

**ACT/SAT**

**Benchmark  
Assessments**

**DIBELS/Acadience**

**Discipline  
Referrals**

**Attendance**

Impact Goal  
Data Sources

# Process Goal Topics

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<b>PBIS</b>	<b>Conscious Discipline</b>	<b>MTSS</b>	<b>RTI</b>
<b>Curriculum Adoption</b>	<b>Supplemental Resources</b>	<b>Professional Learning Communities</b>	<b>Assessment System</b>
<b>Professional Development</b>	<b>Attendance</b>	<b>Behavior</b>	<b>Parent Involvement</b>

# Requirements for Schools In Improvement

All schools must have 3 impact goals based on AzM2/AIMS Science:

- ELA
- Math
- Science

Some schools might have additional impact goals for:

- Grad Rate (if CSI Identified)
- Subgroups (if TSI identified)

Most schools will have 1-2 process goals

## Sample ELA/Math/Science Impact Goals

Reading achievement for all students will increase by 35 % moving from 3 % proficient or highly proficient on 2019 AzMERIT to 38 % proficient or highly proficient on 2020 AzM2.

Math achievement for all students will increase by 30 % moving from 6 % proficient or highly proficient on 2019 AzMERIT to 36 % proficient or highly proficient on 2020 AzM2.

Science achievement for all students will increase by 40 % moving from 8 % proficient or highly proficient on 2019 AIMS to 48 % proficient or highly proficient on 2020 AIMS.



## Sample Subgroup Impact Goals

Percent of students with disabilities scoring proficient will increase by 20 % from 2 % in 2019 to 22 % in 2020 on AzM2.

The achievement gap between % of all students scoring proficient and the % of ELL students scoring proficient will be reduced by 15 % from 54 % in 2019 to 39 % in 2020 on AzM2.

By August 31, 2019 all staff will receive training on implementing PLCs.

31 Aug. 2019

By December 14, 2019 all collaborative teams will have met a minimum of 4 times as evidence by meeting agendas submitted to principal.

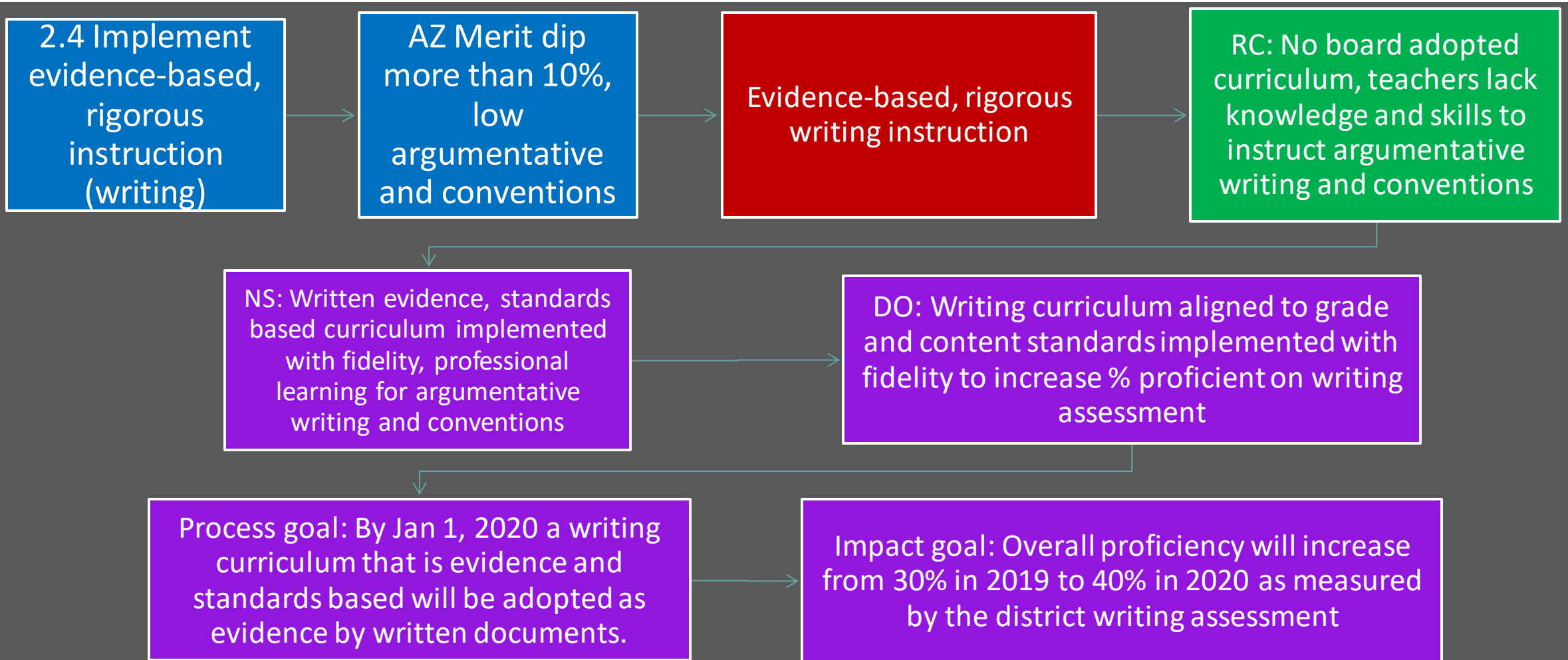
14 Dec. 2019

18 Sep. 2019

By September 18, 2019 all collaborative teams will adopt norms, agenda template and determine meeting dates as evidence by written documents.

## Sample PLC Process Goals

# Connecting RCA and IAP



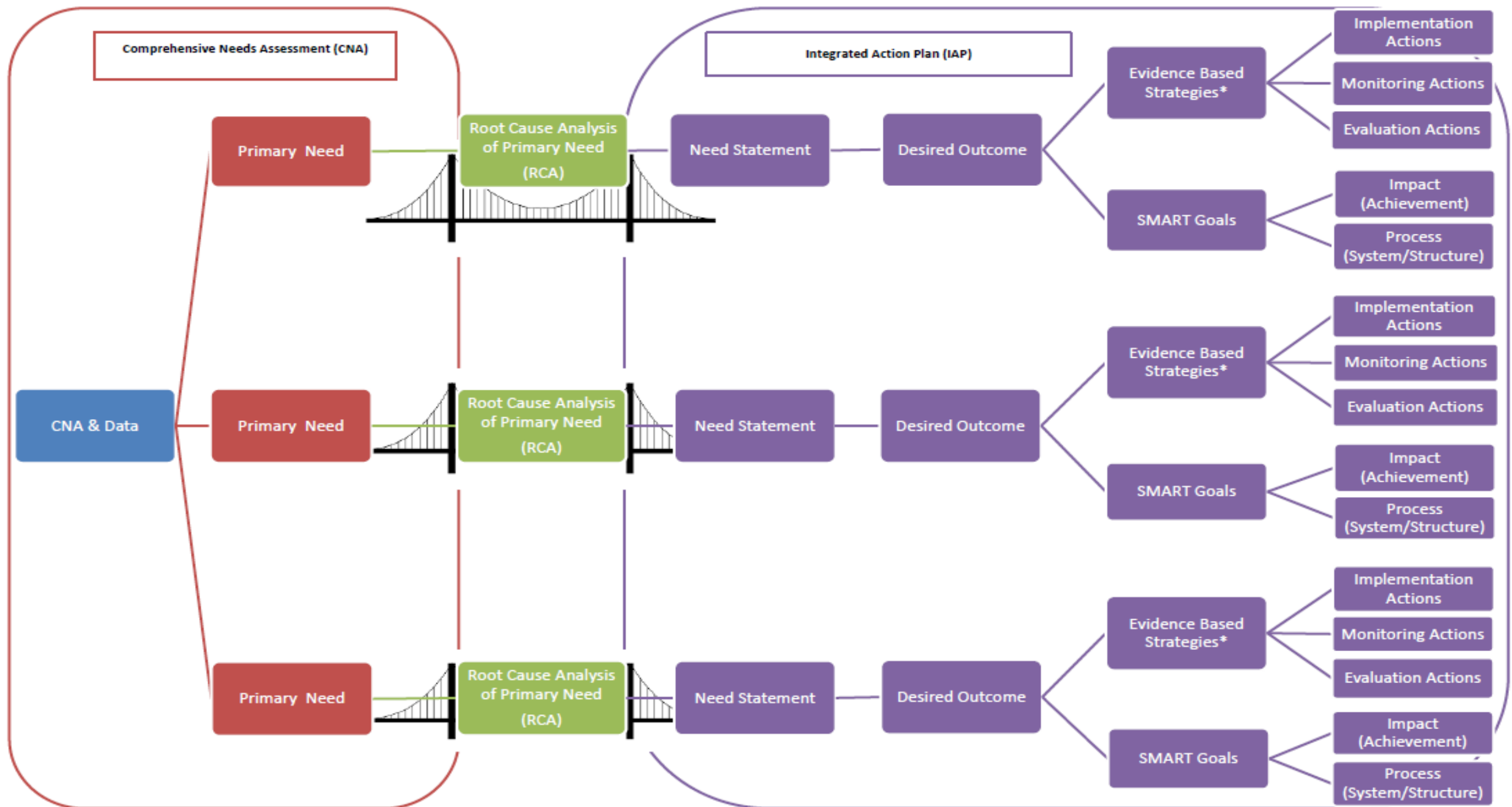


# Team Time

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Create SMART Goals:

- 1<sup>st</sup> primary need process goal
- ELA (All Students)
- Math (All Students)
- Science (All Students)
- Subgroup(s)



\*Special Reminder: There could be multiple strategies to support the desired outcome.

STRONG

Experimental Study  
(i.e., a randomized controlled trial)

MODERATE

Quasi-experimental Study

PROMISING

Correlational Study with statistical  
controls for selection bias

DEMONSTRATES A RATIONALE

Well-specified logic model informed  
by research or evaluation



<http://www.evidenceforessa.org/>



<https://ies.ed.gov/ncee/WWC/>



<http://www.bestevidence.org/>



Promising  
Practices  
Network

ARCHIVE

on children, families and communities

<http://www.promisingpractices.net/>

# Evidence Based Practices

# Evidence-Based Examples



## Programs

- Journeys
- Go Math
- SFA
- AVID
- Conscious Discipline
- Core Plus Math
- enVision Math
- Open Court
- Positive Action

## Interventions

- Fraction Face Off!
- Number Rockets
- Pirate Math
- Sound Partners
- Reading Mastery
- Wilson Reading
- Read 180
- Achieve 3000
- DreamBox Learning

## Practices

- MTSS
- Blended Learning
- Align Classroom Observation with PD
- Growth Mindset
- Build Leadership Capacity
- Formative Assessment
- UDL

# What will you do to eliminate the need?

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Research and adopt an evidence and standards based writing curriculum.

Implement evidence and standards based writing instruction with fidelity.

Provide consistent high quality professional development and support for all teachers.



**These are your  
STRATEGIES!**



# How will you implement the strategy?

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Research and adopt an evidence and standards based writing curriculum

- Establish a curriculum research committee
- Research available commercial curricula
- Network with LEAs with similar demographics and high writing scores to look at their curricula
- Pilot top three selections in classrooms
- Select best fit curriculum
- Follow board procedures to adopt curriculum



**These are your  
ACTION STEPS!**



# Brainstorm

Don't Limit

Be Innovative

Think Outside the Box

Get Creative

---

Do you need to conduct research?

Do you need training?

Do you need resources?

## Strategy Review

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Reread Aloud and Sort

---

Realistic, Unrealistic, Quick Wins, Already Tried

---

Select Solutions to Try

---

Prioritize Solutions

# Monitor

How will we ensure the strategy is:

MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION?

MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?

## POSSIBLE ACTIVITIES

- Quarterly IAP review meeting
- Creation of tracking spreadsheets
- PD agendas and sign-in sheets
- PD evaluation surveys
- Classroom walk-through data
- Artifacts (i.e. schedules, policy, flyer, assessment, etc.)
- PLC meeting agendas/meeting minutes
- Lesson plans
- Benchmark assessment data

# Evaluate

How will we ensure the strategy was:

IMPLEMENTED SUCCESSFULLY?

POSITIVELY IMPACTED STUDENT ACHIEVEMENT?

## POSSIBLE ACTIVITIES

- Surveys
- Pre/post test results
- State assessment data
- Teacher evaluation data
- Discipline data
- Attendance data
- Artifacts



# Break Time

# School Integrated Action Plan Development

Develop

- evidence-based strategies and action steps to achieve your desired outcomes

Include

- how you will monitor and evaluate the effectiveness of the strategies

Ensure

- there is coherence between your need statements, desired outcomes, goals, strategies, and action steps = ALIGNMENT

Confirm

- your strategies and actions meet ESSA requirements for Title programs, MOWR, and School Improvement

Add

- your program tags in ALEAT

Determine

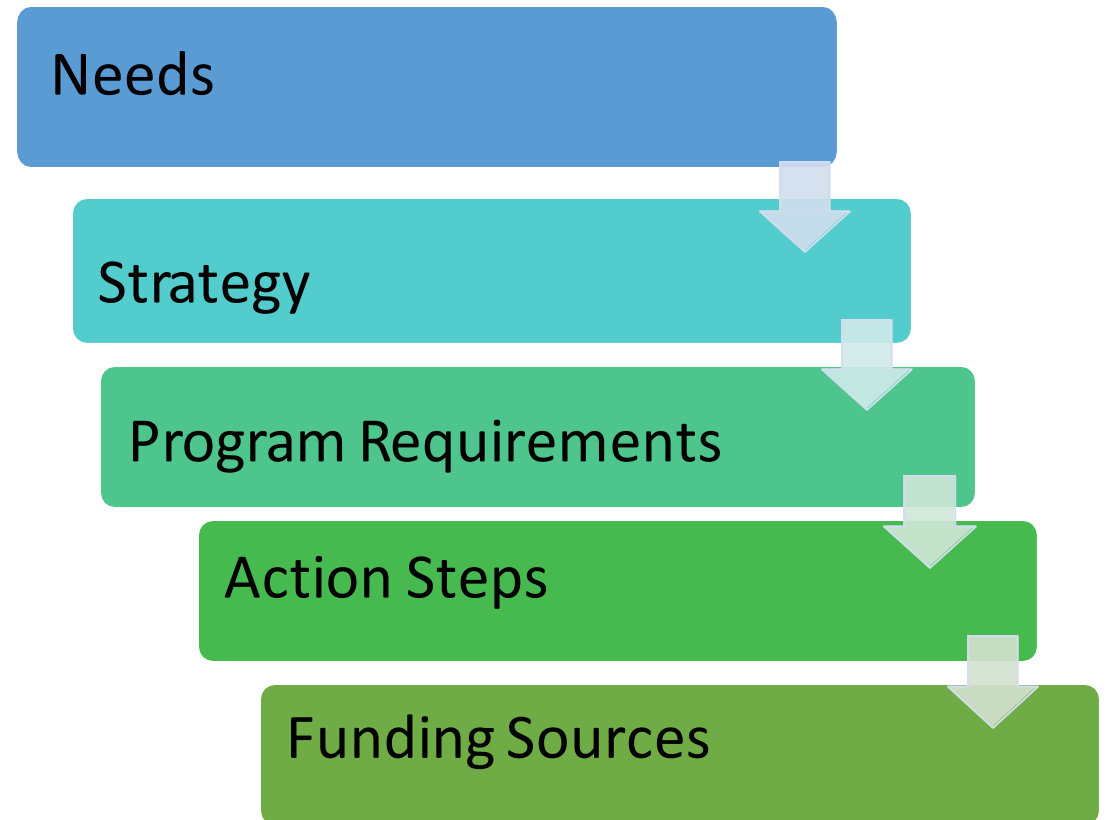
- which action steps need funding and add your funding tags in ALEAT

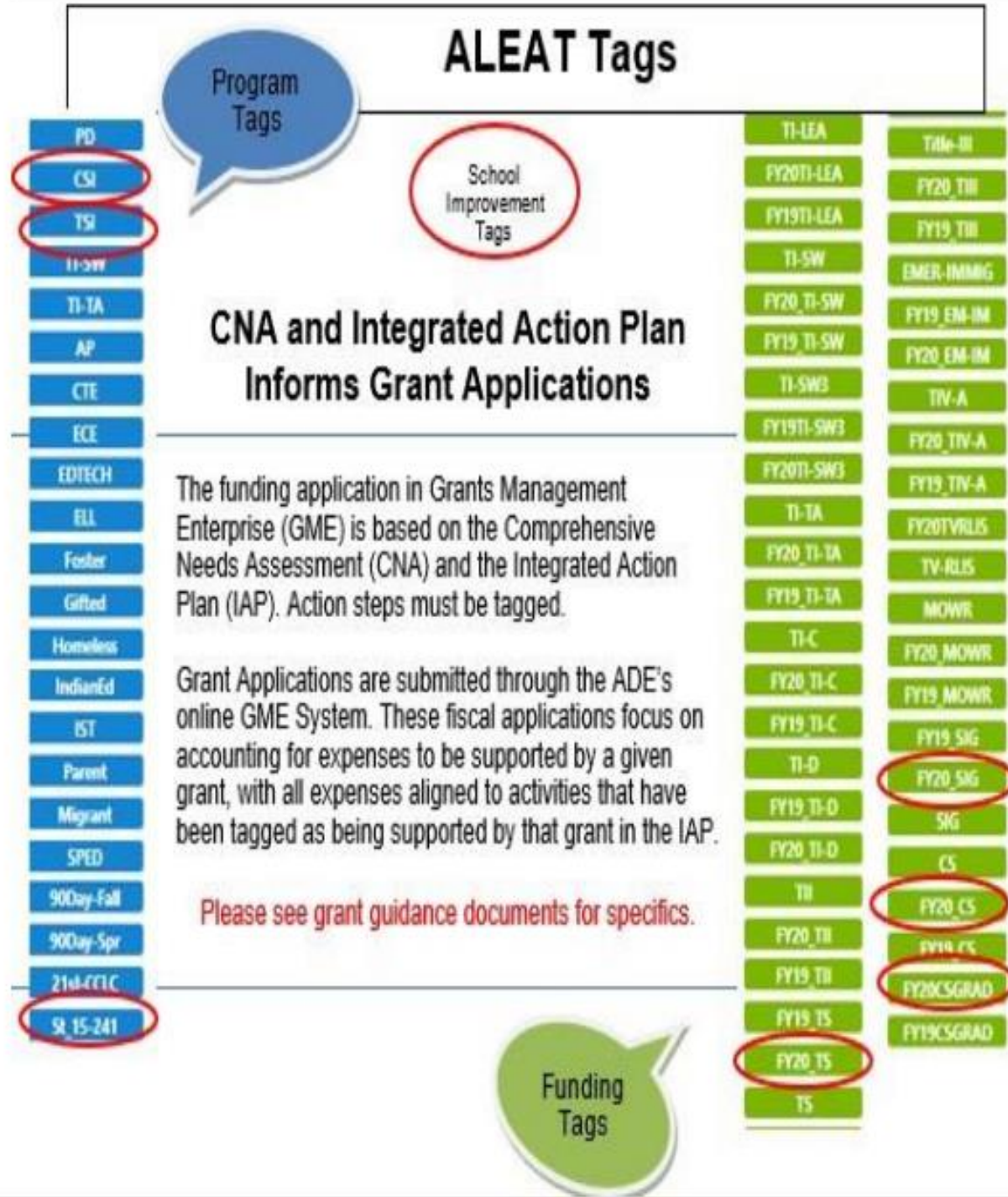
# Aligning Budget to the Integrated Action Plan

**Prior to FY20**



**FY20 and Beyond**





# Tagging in ALEAT

Blue program tags are required

Use the blue program tag “**St\_15-241**” for all action steps associated with Arizona D and F school improvement

Use the blue program tag “**TSI**” for all action steps that affect your TSI subgroup(s)





# Resources

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<http://www.azed.gov/improvement/>

Guidance Documents

Recorded Modules

Recorded Webinars

Training Materials

ESSA Evidence-Based Resources

Grant Opportunities

# Team Time

Integration Action Plan					
Primary Need					
Root Cause					
Need Statement					
Desired Outcome					
SMART goal					
Strategy	Action Step Title	Action Step Narrative	Dates	Person Responsible	Monitor and Evaluate



# Next Steps....

- ☐ Send letter grade notification to stakeholders and email to specialist
- ☐ Schedule public meeting
- ☐ Complete contact forms on the Support and Innovation website
- ☐ Upload CNA and RCAs (fishbones) in ALEAT
- ☐ Final Integrated Action Plan in ALEAT **by Jan2 (F) or Feb. 1 (D).**
- ☐ Complete Quarterly Benchmark Analysis and IAP Reflection in ALEAT by January 15<sup>th</sup>, March 15<sup>th</sup> and June 15<sup>th</sup>.
- ☐ Start Implementing Strategies for Change



\*Non-Title I schools will email all documents to your specialist

# Quarterly Benchmark Analysis and IAP Reflection

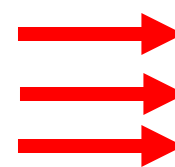
Share your proficiency scores.

How was your data reviewed?

Reflect on your data – what  
patterns are identified?

What actions are needed?

What strategies have been  
successful?



Type of Data	Date Due
Beginning of the year – Baseline Data	October 15, 2018
2 <sup>nd</sup> Benchmark	Jan. 15, 2019
3 <sup>rd</sup> Benchmark	March 15, 2019
End of year - <b>AzMerit</b>	June 15, 2019

ELA Assessment given: \_\_\_\_\_ Grades \_\_\_\_\_

Enter dates given in table below:

Baseline	2 <sup>nd</sup> Benchmark	3 <sup>rd</sup> Benchmark	End of Year

Math Assessment given: \_\_\_\_\_ Grades \_\_\_\_\_

Enter dates given in table below:

Baseline	2 <sup>nd</sup> Benchmark	3 <sup>rd</sup> Benchmark	End of Year

# CSI mini-grant opportunity



For new F schools, now identified as CSI

Opens in GME Nov. 1 and closes Dec. 2, 2019.

Competitive and require detailed, high-quality application

CNA, RCAs, IAP must be completed by Dec. 2

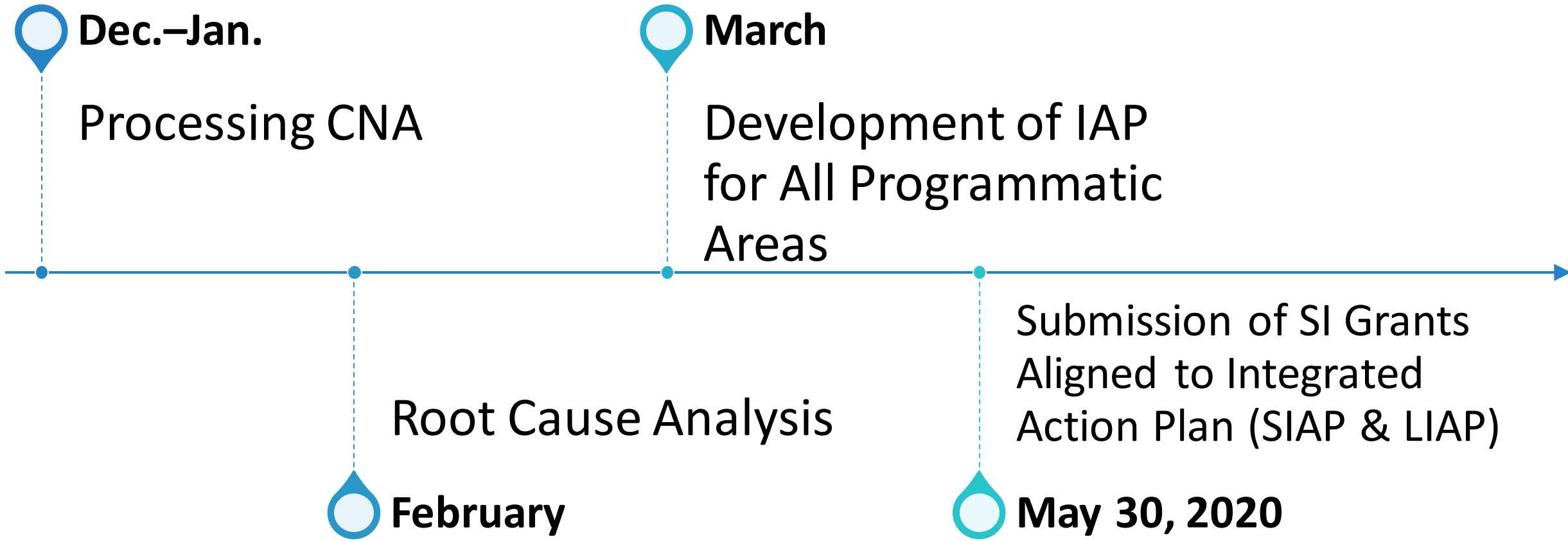
Funded strategies and action steps must be evidence-based and aligned to CNA-RCA-IAP

Minimum score of 70% must be earned on scoring rubric to be funded

See website for grant application, rubric, and recorded webinar

# Suggested Timeline for FY21 Planning

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## Wrap Up

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- + What is something you found helpful today?
- What is something you would like additional support with?

Additional thoughts/comments?



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