The School Improvement Process

FALL 2019
SUPPORT AND INNOVATION UNIT
ARIZONA DEPARTMENT OF EDUCATION

## Agenda

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<td>School Improvement Identification</td>
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<td>Root Cause Analysis</td>
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<td>SMART Goals</td>
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<td>Integrated Action Plan</td>
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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

- ARS Statue 15-241
- Arizona State Board of Education - Identified Annually
- Applies to Traditional, Charter, and Alternative
- Title I and Non-Title Schools
- 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
Timeline for “D” Schools

- **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**
ARS 15-241 Requirements – F letter grade

<table>
<thead>
<tr>
<th>District Requirements</th>
<th>Charter Requirements</th>
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<tbody>
<tr>
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</tr>
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<tr>
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<td>the school; notice explains improvement plan process and upcoming public meeting</td>
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<tr>
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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

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
Additionally for “F” schools...

- 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?
Creating Meaningful Change
“No one person has the capacity to hold all the qualities to transform a culture by oneself, you need a team.”

–Anthony Mohammad
Additionally...

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?

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
Stretch Time
The Continuous Improvement Process CNA and IAP

Comprehensive Needs Assessment
Root Cause Analysis
Research and select evidence based practices, strategies, "interventions"
Monitor IAP
Implement IAP
Develop Integrated Action Plan
Let's Break Down This Model
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

1. Effective Leadership
2. Effective Teachers and Instruction
3. Effective Organization of Time
4. Effective Curriculum
5. Conditions, Climate and Culture
6. Family and Community Engagement
Within each principle

**Principle 5**
Conditions, Climate and Culture

**Definition**

**Indicator**
- 5.1, 5.2, 5.3, 5.4, 5.5

**Element**
- Rating
- Notes
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.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Output</th>
<th>Element</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Our staff has high expectations for learning for all students.</td>
<td>Students view themselves as integral members of an inclusive school community which increases student efficacy.</td>
<td>Are inclusive beliefs and practices evident and part of the school culture?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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?</td>
<td></td>
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</table>

Data Drives Decisions & Identifies Needs

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
## Rate Yourself!

Download the CNA Template at: [https://tinyurl.com/ADECNATemplate](https://tinyurl.com/ADECNATemplate)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Element</th>
<th>Rate each element/question:</th>
<th>Check and add evidence that supports Rating</th>
<th>Notes / Additional evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Description</td>
<td>Ideal Output</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5.1</td>
<td>Our staff has high expectations for learning for all students</td>
<td>Students view themselves as integral members of an inclusive school community which increases student efficacy.</td>
<td>![Not Applicable]</td>
<td>![Not Applicable]</td>
</tr>
<tr>
<td>5.1</td>
<td>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?</td>
<td>![Not Applicable]</td>
<td>![Not Applicable]</td>
<td>![Yes, some]</td>
</tr>
</tbody>
</table>

**Indicator Average Score:** 0.00

**Average Output:** (ideal = 3.00)
Data Summary Must Be Completed for Each Principle

<table>
<thead>
<tr>
<th>Principle 5 - Conditions, Climate, and Culture</th>
<th>Description</th>
<th>Average Score</th>
<th>Trend</th>
<th>Comments &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Our staff has high expectations for learning for all students.</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Hispanic communities and culture</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Our school provides guidelines and safe practices relating to school health services.</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>Our school offers services to help support the academic and social needs of students</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Score for Principle 5 - Conditions, Climate, and Culture: 0.00

Identify trends and patterns for the principle
Identify any possible primary needs for the principle
### Final Steps: Summary and Needs Identification

Using the summary of your data above:

1. **Step 1 - Identify your overall Primary Needs**
2. **Step 2 - Conduct a Root Cause Analysis**
3. **Step 3 - Write Primary Needs Statements and Desired Outcomes**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.5 Our leadership team implements a system of academic and fiscal accountability to ensure every student's success.</td>
</tr>
<tr>
<td>2</td>
<td>2.4 Our teachers implement evidence-based, rigorous and relevant instruction.</td>
</tr>
<tr>
<td>3</td>
<td>4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.</td>
</tr>
</tbody>
</table>
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

- 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?
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Step</th>
<th>Person Responsible</th>
<th>Resources Needed</th>
<th>Success Criteria</th>
<th>Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy: Complete Principle 1 Effective Leadership</td>
<td>Create a List of Committee Members</td>
<td></td>
<td>Copies of CNA principle _____, CNA tool</td>
<td>Team meeting completed, data collected and uploaded on CNA tool</td>
<td></td>
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<tr>
<td></td>
<td>Determine Date and Time for Meeting</td>
<td></td>
<td>Evidence:</td>
<td></td>
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<tr>
<td></td>
<td>Send Invitees</td>
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<td></td>
<td>Conduct Meeting on:</td>
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</tr>
<tr>
<td>Strategy: Complete Principle 2 Effective Teachers and Instruction</td>
<td>Create a List of Committee Members</td>
<td></td>
<td>Copies of CNA principle _____, CNA tool</td>
<td>Team meeting completed, data collected and uploaded on CNA tool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine Date and Time for Meeting</td>
<td></td>
<td>Evidence:</td>
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<td>Send Invitees</td>
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<tr>
<td></td>
<td>Conduct Meeting</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Strategy: Complete Principle 3 Effective Use of Time</td>
<td>Create a List of Committee Members</td>
<td></td>
<td>Copies of CNA principle _____, CNA tool</td>
<td>Team meeting completed, data collected and uploaded on CNA tool</td>
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</tr>
<tr>
<td></td>
<td>Determine Date and Time for Meeting</td>
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<td>Evidence:</td>
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<td></td>
<td>Conduct Meeting</td>
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</table>
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).
Identifying Primary Needs

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

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
Special Reminder: There could be multiple strategies to support the desired outcome.
Have a problem? Now what?
CNA Principle(s) Goes Here

Look at all the causes and factors, what stands out the most, what shows up in multiple categories...that is your main root cause

What needs to change to fix root cause?

Desired Outcome (Positively Restate your Needs Statement):

What will you do to fix the root cause and what will you achieve?
2.4 Our teachers do not implement evidence-based, rigorous writing instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.
2.4 Our teachers do not implement evidence-based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.
Possible additional categories

- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Technology
- Subgroups
Sample Target Questions for Root Cause Analysis

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

Add Primary Need

2.1 Teachers maintain high academic expectations for all students.

Need Statement
Teachers need to engage students in the lessons and have high expectations for all.

Desired Outcome: Teachers will maintain high academic expectations for all students by actively engaging them in high level learning activities in all areas of instruction.
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.
Connecting RCA and IAP

CNA → Data Leading and Lagging → Identify Primary Need

Root Cause → Needs Statement → Desired Outcome
Connecting RCA and IAP

2.4 Implement evidence-based, rigorous instruction (writing)

AZ Merit dip more than 10%, low argumentative and conventions

Evidence-based, rigorous writing instruction

RC: No board adopted curriculum, teachers lack knowledge and skills to instruct argumentative writing and conventions

NS: Written evidence, standards based curriculum implemented with fidelity, professional learning for argumentative writing and conventions

DO: Adopt a writing curriculum aligned to grade and content standards, implemented with fidelity to increase % proficient on writing assessment.
CNA Principle(s) Goes Here

What needs to change to fix root cause?

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

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

• Include on a bone of the fish
• Separate fishbone
| Step 2: Identify Root Causes | 1.5 lack of a school leadership team and data-driven culture |
| 1 | 1.5 Need to create a school leadership team that evaluates school needs and guides staff to analyze and utilize data regularly |
| 2 | 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 |
| 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
SMART Goals

Specific
Measurable
Attainable
Relevant
Time Based
Types of SMART goals

**Impact Goal**
- Student Achievement
- Show Growth or Increase Proficiency

**Process Goal**
- Implementation
- Systems, Structures & Processes
Impact Goal

Data Sources

- AzM2
- AZELLA
- MSAA
- ACT/SAT
- Benchmark Assessments
- DIBELS/Acadience
- Discipline Referrals
- Attendance
Process Goal Topics

- PBIS
- Conscious Discipline
- MTSS
- RTI
- Curriculum Adoption
- Supplemental Resources
- Professional Learning Communities
- Assessment System
- Professional Development
- Attendance
- Behavior
- Parent Involvement
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
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.
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.

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

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

2.4 Implement evidence-based, rigorous instruction (writing)

AZ Merit dip more than 10%, low argumentative and conventions

Evidence-based, rigorous writing instruction

RC: No board adopted curriculum, teachers lack knowledge and skills to instruct argumentative writing and conventions

NS: Written evidence, standards based curriculum implemented with fidelity, professional learning for argumentative writing and conventions

DO: Writing curriculum aligned to grade and content standards implemented with fidelity to increase % proficient on writing assessment

Process goal: By Jan 1, 2020 a writing curriculum that is evidence and standards based will be adopted as evidence by written documents.

Impact goal: Overall proficiency will increase from 30% in 2019 to 40% in 2020 as measured by the district writing assessment
Team Time

Create SMART Goals:

- 1st 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.*
Evidence Based Practices

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

- **MODERATE**
  - Quasi-experimental Study

- **PROMISING**
  - Correlational Study with statistical controls for selection bias

- **DEMONSTRATE A RATIONALE**
  - Well-specified logic model informed by research or evaluation

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**Evidence**

- [http://www.evidenceforessa.org/](http://www.evidenceforessa.org/)
- [http://www.bestevidence.org/](http://www.bestevidence.org/)
- [http://www.promisingpractices.net/](http://www.promisingpractices.net/)

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Evidence Based Practices
Evidence-Based Examples

<table>
<thead>
<tr>
<th>Programs</th>
<th>Interventions</th>
<th>Practices</th>
</tr>
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<tbody>
<tr>
<td>Journeys</td>
<td>Fraction Face Off!</td>
<td>MTSS</td>
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<tr>
<td>Go Math</td>
<td>Number Rockets</td>
<td>Blended Learning</td>
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<td>SFA</td>
<td>Pirate Math</td>
<td>Align Classroom Observation with PD</td>
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<td>AVID</td>
<td>Sound Partners</td>
<td>Growth Mindset</td>
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<td>Conscious Discipline</td>
<td>Reading Mastery</td>
<td>Build Leadership Capacity</td>
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<td>Wilson Reading</td>
<td>Formative Assessment</td>
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<td>enVision Math</td>
<td>Read 180</td>
<td>UDL</td>
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<td>Open Court</td>
<td>Achieve 3000</td>
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<tr>
<td>Positive Action</td>
<td>DreamBox Learning</td>
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</table>
What will you do to eliminate the need?

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?

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

Reread Aloud and Sort

Realistic, Unrealistic, Quick Wins, Already Tried

Select Solutions to Try

Prioritize Solutions
<table>
<thead>
<tr>
<th>Monitor</th>
<th>Evaluate</th>
</tr>
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<tbody>
<tr>
<td>How will we ensure the strategy is:</td>
<td>How will we ensure the strategy was:</td>
</tr>
<tr>
<td>MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION?</td>
<td>IMPLEMENTED SUCCESSFULLY?</td>
</tr>
<tr>
<td>MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</td>
<td>POSITIVELY IMPACTED STUDENT ACHIEVEMENT?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Possible Activities</th>
<th>Possible Activities</th>
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<tbody>
<tr>
<td>Quarterly IAP review meeting</td>
<td>Surveys</td>
</tr>
<tr>
<td>Creation of tracking spreadsheets</td>
<td>Pre/post test results</td>
</tr>
<tr>
<td>PD agendas and sign-in sheets</td>
<td>State assessment data</td>
</tr>
<tr>
<td>PD evaluation surveys</td>
<td>Teacher evaluation data</td>
</tr>
<tr>
<td>Classroom walk-through data</td>
<td>Discipline data</td>
</tr>
<tr>
<td>Artifacts (i.e. schedules, policy, flyer, assessment, etc.)</td>
<td>Attendance data</td>
</tr>
<tr>
<td>PLC meeting agendas/meeting minutes</td>
<td>-Artifacts</td>
</tr>
</tbody>
</table>
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:
- Funding Sources
- Program Requirements
- Need
- Strategy
- Action Steps

FY20 and Beyond:
- Needs
- Strategy
- Program Requirements
- Action Steps
- Funding Sources
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

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

Guidance Documents
Recorded Modules
Recorded Webinars
Training Materials
ESSA Evidence-Based Resources
Grant Opportunities
Team Time

<table>
<thead>
<tr>
<th>Integration Action Plan</th>
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<tbody>
<tr>
<td>Primary Need</td>
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<tr>
<td>Root Cause</td>
</tr>
<tr>
<td>Need Statement</td>
</tr>
<tr>
<td>Desired Outcome</td>
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<tr>
<td>SMART goal</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Step Title</th>
<th>Action Step Narrative</th>
<th>Dates</th>
<th>Person Responsible</th>
<th>Monitor and Evaluate</th>
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<tbody>
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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 Jan 2 (F) or Feb. 1 (D)**.
- Complete Quarterly Benchmark Analysis and IAP Reflection in ALEAT by January 15th, March 15th and June 15th.
- 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?

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Beginning of the year – Baseline Data</td>
<td>October 15, 2018</td>
</tr>
<tr>
<td>2nd Benchmark</td>
<td>Jan. 15, 2019</td>
</tr>
<tr>
<td>3rd Benchmark</td>
<td>March 15, 2019</td>
</tr>
<tr>
<td>End of year - AzMerit</td>
<td>June 15, 2019</td>
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</tbody>
</table>

ELA Assessment given: ___________________________ Grades ___________________

Enter dates given in table below:

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2nd Benchmark</th>
<th>3rd Benchmark</th>
<th>End of Year</th>
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</thead>
</table>

Math Assessment given: ___________________________ Grades ___________________

Enter dates given in table below:

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2nd Benchmark</th>
<th>3rd Benchmark</th>
<th>End of Year</th>
</tr>
</thead>
</table>
CSI mini-grant opportunity

For new F schools, now identified as CSI
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

Dec.–Jan.
Processing CNA

March
Development of IAP for All Programmatic Areas

February
Root Cause Analysis

Submission of SI Grants Aligned to Integrated Action Plan (SIAP & LIAP)

May 30, 2020
Wrap Up

+ What is something you found helpful today?

- What is something you would like additional support with?

Additional thoughts/comments?
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Trish Geraghty (Director)  
602-542-2291  
Peter Laing (Coordinator Acceleration & Enrichment)  
602-364-3842

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