

# Building Your School Integrated Action Plan (SIAP)





# Learning Targets

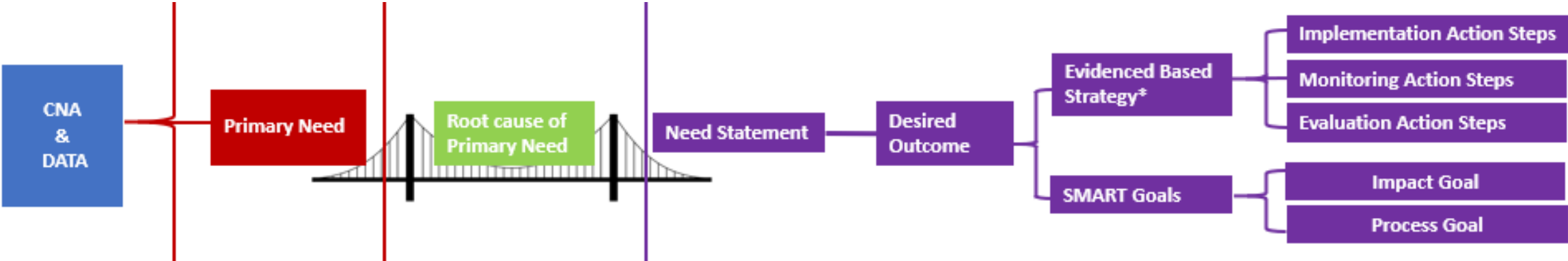
1

Develop a site based  
Integrated Action Plan

2

Ensure alignment from  
your CNA, fishbones to  
the IAP

# Aligning CNA to RCA to SIAP





# Before Building Your SIAP...

- Complete Comprehensive Needs Assessment with stakeholder involvement
- Identify Top 3-4 Primary Needs from the CNA
  - Principle, Indicator
  - TSI Subgroup Indicator(s)
- Complete Root Cause Analysis (fishbones) on top 3-4 Primary Needs



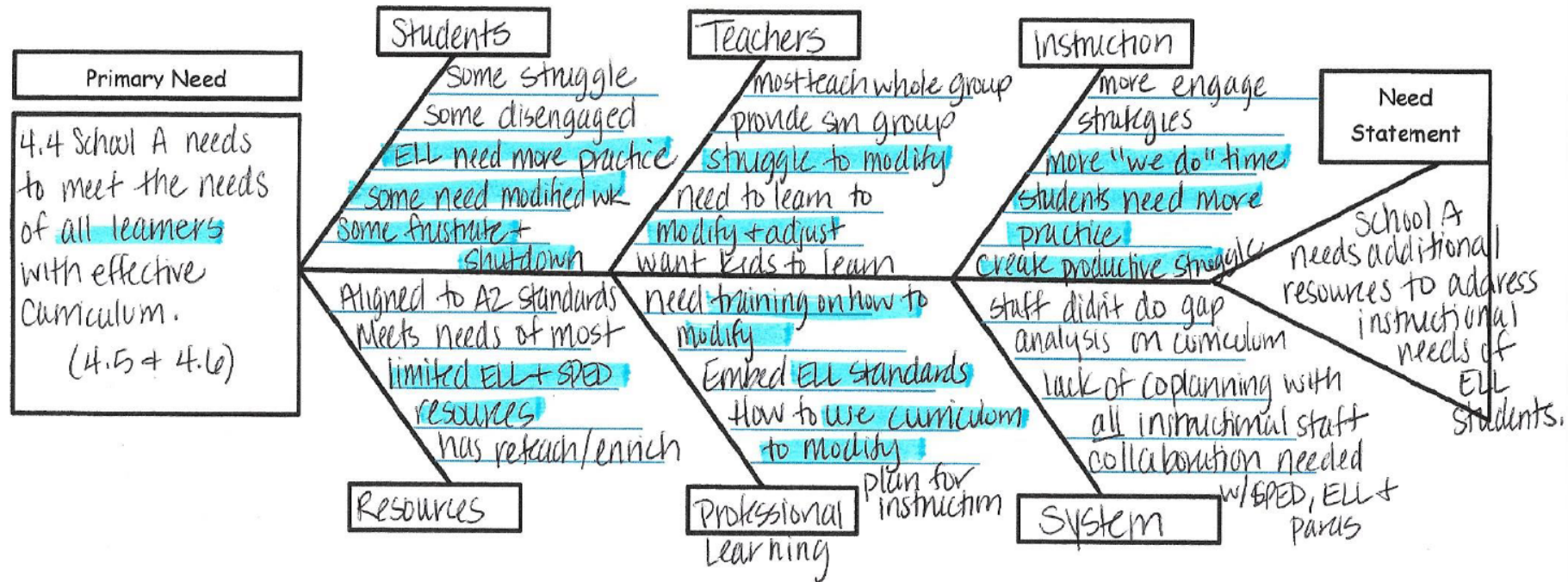
# What's in a School IAP?

- S.M.A.R.T. Goals
- Strategies
- Action Steps
  - Implementation
  - Monitoring
  - Evaluation
- People Responsible
- Timeline
- Program Tags
- Funding Tags

**How do we develop the strategies and action steps to make sure the plan is targeted and focused to create lasting change?**

# Identifying Need Statement and Desired Outcome

Root Cause: lack of resources for appropriate, necessary additional practice

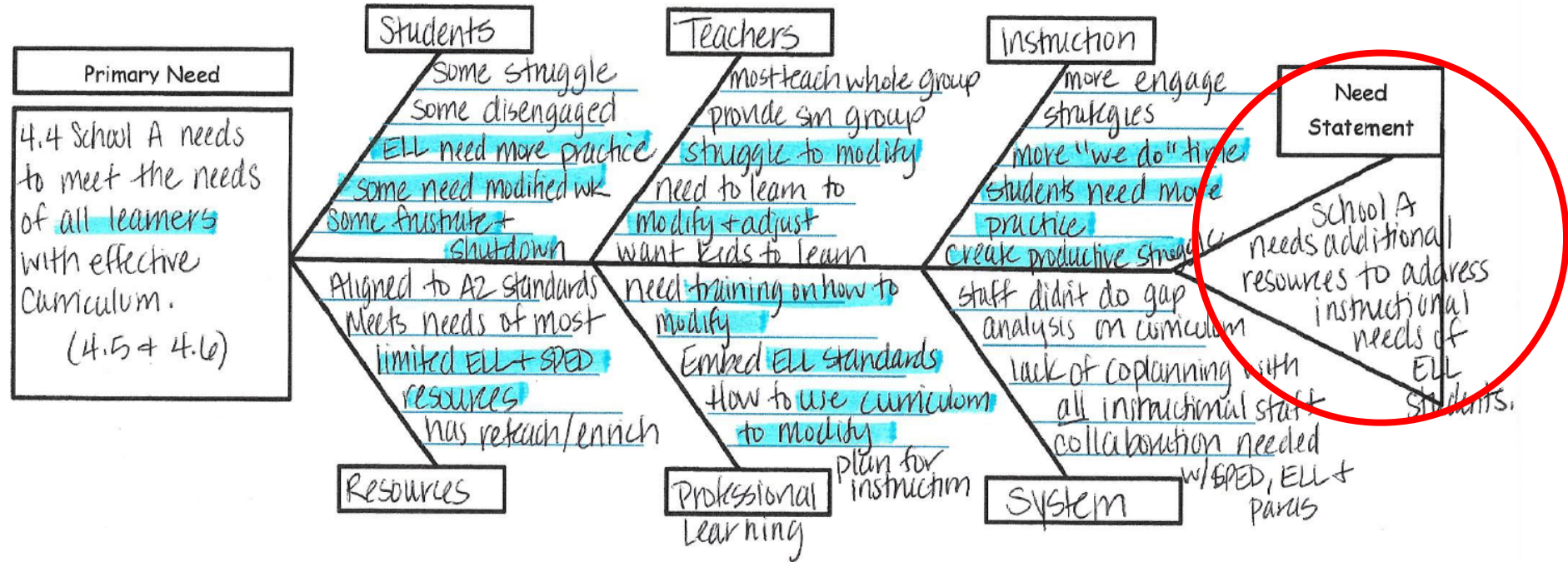


Desired Outcome (needs statement stated positively + what you will accomplish):

Instructional staff will use core and supplemental curriculum to meet the needs of the ELL special population and increase student proficiency.

# Identifying Need Statement and Desired Outcome

Root Cause: lack of resources for appropriate, necessary additional practice



Desired Outcome (needs statement stated positively + what you will accomplish):

Instructional staff will use core and supplemental curriculum to meet the needs of the ELL special population and increase student proficiency.



# What will you do to eliminate the need and reach your desired outcome?

- Purchase evidence-based resources
- Have ELL teachers co-plan with ELL department in PLCs
- Provide professional learning with the resources
- Analyze data on ELL students in core classes
- Training on instructional strategies that support ELL students
- Plan for modifications/adjustments for ELL supports in PLC

**These are Strategies!**





# Brainstorm

- Reread Aloud and Sort
- Realistic, Unrealistic, Quick Wins, Already Tried
- Select Solutions to Try
- Priorities Solutions



<b>STRONG</b>	Experimental Study (i.e., a randomized controlled trial)
<b>MODERATE</b>	Quasi-experimental Study
<b>PROMISING</b>	Correlational Study with statistical controls for selection bias
<b>DEMONSTRATES A RATIONALE</b>	Well-specified logic model informed by research or evaluation



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



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



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



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



# How will you implement the strategy?

- Plan for Modifications/Adjustments
  - Modify current PLC agenda to include this step
  - Have instructional coaches facilitate the conversations in the first 2-3 PLC sessions
  - Teachers implement planned modifications/adjustment
  - Student work is brought back to PLC to discuss effectiveness of the modification/adjustments (monitoring)
  - Benchmark data is analyzed to determine impact of these changes (evaluation)



**These are  
your  
ACTION  
STEPS!**



# How Will Each Strategy Be Continuously Monitored?

Focus on how to ensure the strategy is monitored (Monitoring Action Step) for:

1. FIDELITY OF ADULT IMPLEMENTATION?
2. IMPACT ON STUDENT ACHIEVEMENT?

**Through continuous assessment, are we on course to meet our goals and desired outcomes?**





# Monitoring Action Step Examples

## ACTION STEP

- Provide staff development on Kagan engagement structures
- Implement Kagan engagement structures in lessons daily
- Creation of a graduation committee to develop individualized grad plans for students

## MONITORING ACTIVITY

- PD sign-in sheet, PD exit survey results
- Classroom walkthrough data collection
- Meeting agenda, meeting notes, grad plans



# Why Evaluate?

- Evaluation shows the impact of instruction on student achievement and whether gaps are being closed for subgroups.
- Program evaluation ensures that high quality planning, implementation and evaluation are part of the LEA and school continuous improvement process. Evaluation will improve the quality of plans and implementation of these plans with fidelity.
- Evaluating with fidelity will ensure ongoing engagement of multiple stakeholders.
- Evaluation maximizes the coordination of local, state, and federal funds to impact student learning.
- Evaluation provides documentation of program implementation to inform future decision-making.



# Evaluation Action Step Activities

How will we ensure the strategy:

- 1. WAS IMPLEMENTED SUCCESSFULLY?
- 2. POSITIVELY IMPACTED STUDENT ACHIEVEMENT?

**Did we receive an academic return on our investment?**







# Evidence Sources: How will each strategy be evaluated?



Student assessment results: Benchmarks, progress monitoring, formatives	Professional Learning opportunities	Classroom observation data
Communication logs/meeting minutes	Reflection and feedback	Surveys
Pre/post test results	State assessment data	Teacher evaluation data
Discipline data	Attendance data	Artifacts



# Evaluation Action Step Examples

## ACTION STEP

- Provide staff development on Kagan engagement structures
- Implement Kagan engagement structures in lessons daily
- Creation of a graduation committee to develop individualized grad plans for students

## EVALUATION ACTIVITY

- Roll out and analyze staff reflection surveys on the effectiveness and value of the Kagan professional development.
- Conduct and analyze teacher evaluation data and artifacts showing implementation.
- Quantify the successful implementation of the individualized plans by analyzing graduation data.
- Survey seniors on the perceptions of the impact of their individualized grad plans.

# Evaluation Action Steps

Engage stakeholders

Review IAP, goals, and action steps.

Review evidence that has been gathered.


Interpret your data and the significance of the results.

Determine adjustments to be made

Communicate outcomes



# Integrated Action Plan Worksheet

	<p>Primary Need: (head of fishbone)</p> <p>4.4 Our written curricula accommodate the needs of all learners with effective curriculum.</p>
<p>Root Cause:</p> <p>Lack of resources for appropriate, necessary additional practice</p>	
<p>Needs Statement: (tail of fishbone)</p> <p>School A needs additional resources to address instructional needs of ELL students.</p>	
<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>Instructional staff will use core and supplemental curriculum to meet the needs of the ELL special population and increase student proficiency.</p>	
<p>SMART Goal: (If the primary need is fixed how will your % proficient be affected?)</p> <p>Process: Additional resources will be provided and put into place by November 2020.</p> <p>Impact: ELL student's proficiency will increase by 15% moving from 18% proficient and highly proficient on 2022 AzM2 to 33% proficient or highly proficient on 2021 AzM2.</p>	



<p>Strategy:</p> <p>Implementation of the selected resources for ELL students</p>	<p>Action Steps:</p> <ul style="list-style-type: none"><li>• Research options for ELL resources</li><li>• Work with the leadership team to create a calendar to roll out the implementation of resources</li><li>• Provide training support for new resources</li></ul> <p>Monitoring:</p> <ul style="list-style-type: none"><li>• Calendar to roll out</li><li>• Training calendar</li><li>• Classroom walkthrough schedule, notes and next steps</li></ul> <p>Evaluating:</p> <ul style="list-style-type: none"><li>• Evidence of resource implementation</li><li>• Evidence of classroom walkthroughs</li><li>• Summative achievement data</li></ul>
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# Program and Funding Requirements

- Add in School Support and Improvement appropriate program and funding tags

Comprehensive Support and Improvement Grant, CSI Graduation Rate, CSI Mini Grant, Targeted Support and Improvement Grant, SIG	
CSI	Identify action steps implementing strategies for schools identified as Comprehensive Support and Improvement (CSI) schools.
TSI	Identify action steps implementing strategies for schools identified as Targeted Support and Improvement (TSI) schools.
State Improvement	Identify action steps implementing strategies for schools identified as “D” or “F” schools under ARS §15-241.02

Special Note: A strategy could have multiple program tags



## 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

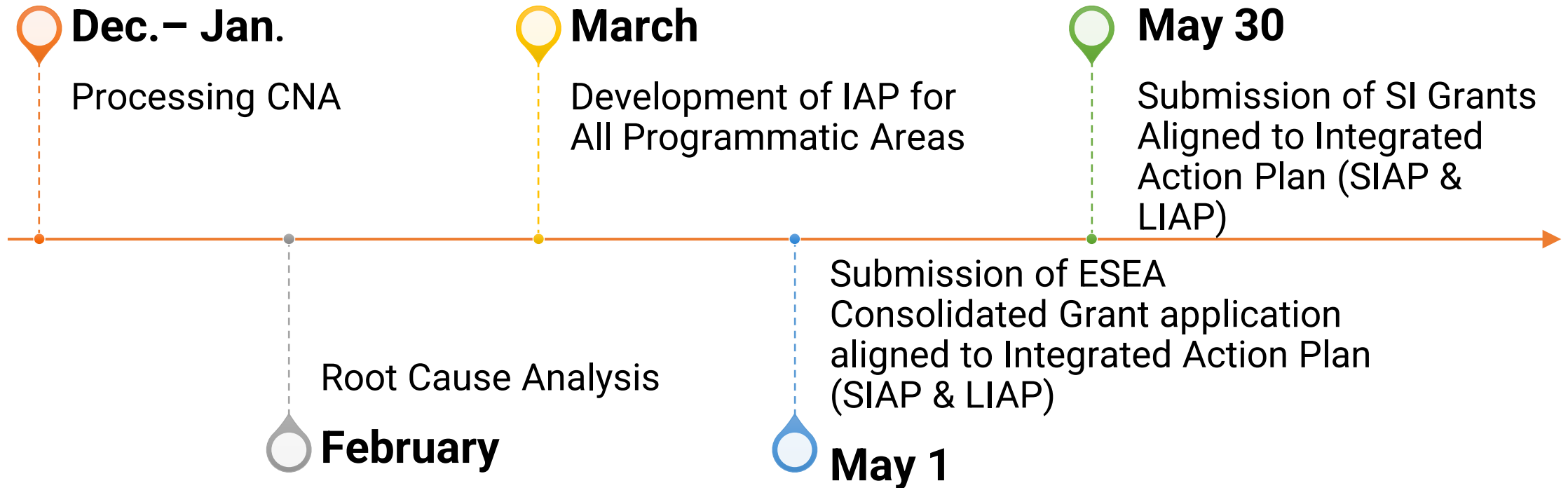
Add

- your program tags in GME

Determine

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

# Suggested Timeline for Annual Planning





# Planning Tool Navigator Website

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

## GME Micro-Trainings: Planning Tool Micro Training



The screenshot shows a video player interface. At the top, a grey banner reads "GME Planning Tool". Below this, on the left, is the Arizona Department of Education logo, which includes the text "ARIZONA Department of Education" and "Kathy Hoffman Superintendent of Public Instruction". In the center is a play button icon. To the right of the play button, the video title is "ALEAT to GME Trainer of Trainers" followed by "Title I, II, III, IV-A" and "April 2020". Below the title, the text "Educator and School Excellence" is followed by the names "Belinda Balough", "Mattie Lord", "Sue Edman", and "Erin Henderson". A small square icon with four arrows is located in the bottom right corner of the video player area.



# That's all folks!

- After you have completed these steps you have your SIAP!
- Remember: your SIAP is a LIVING document. Make changes as necessary based on your monitoring and evaluations

# Additional Modules

## Professional Learning Tab



# Thank You!



Thank you so much for your time today!  
If you would like copies of the tools used throughout the webinar, please visit

[www.azed.gov/improvement](http://www.azed.gov/improvement)

All documents are posted below the module.

If you need additional support or have any questions, please contact your program specialist or send a message to

[SchoolImprovementInbox@azed.gov](mailto:SchoolImprovementInbox@azed.gov)