



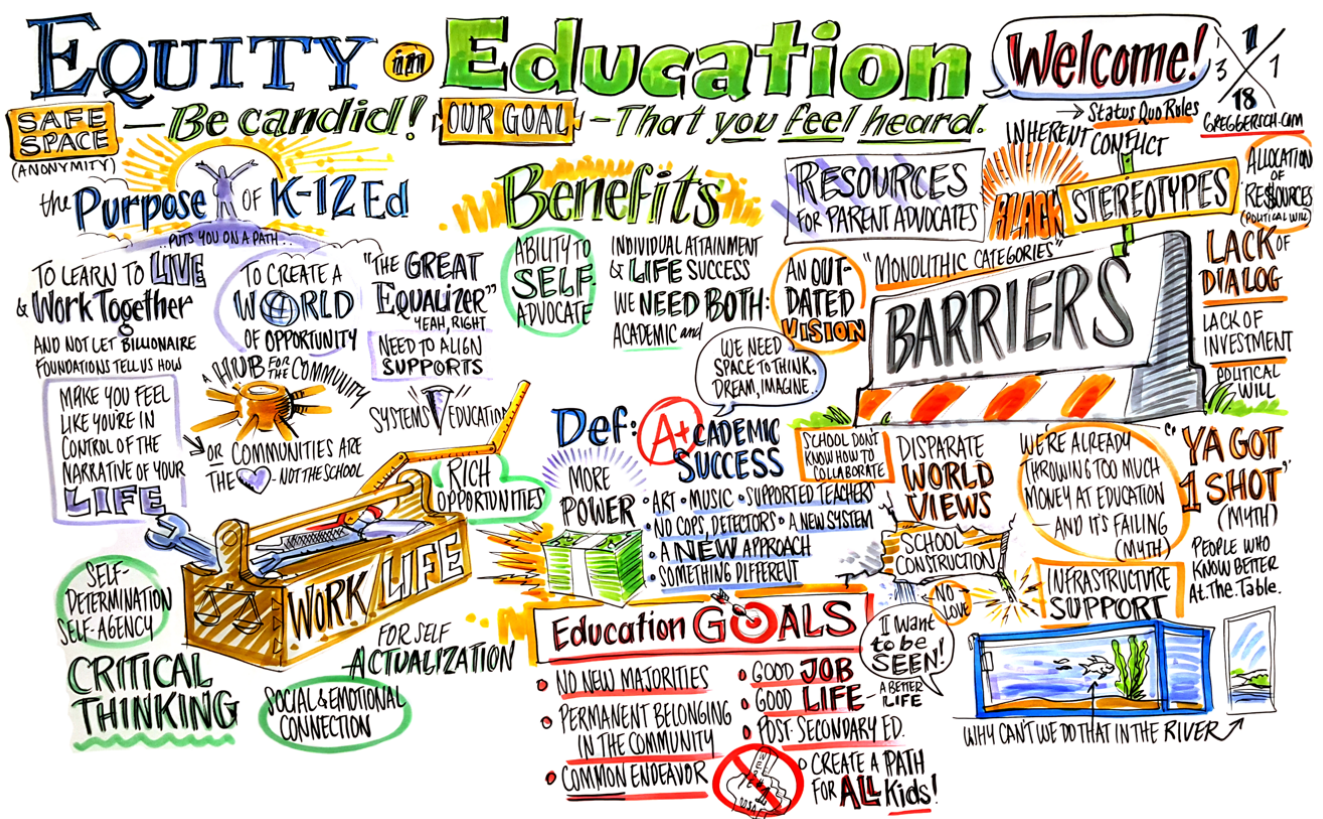
FEDERAL SCHOOL IMPROVEMENT GUIDANCE SY 2022-23



School Support
& Improvement

“That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.”

Dr. Pedro Noguera



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“Leadership is about setting a direction. It's about creating a vision, empowering, and inspiring people to want to achieve the vision, and enabling them to do so with energy and speed through an effective strategy. In its most basic sense, leadership is about mobilizing a group of people to jump into a better future.”

J. Kotter

School Improvement Supports CSI, TSI and aTSI Schools Overview

Technical Support

- On-site support visits-CSI schools
- Evidence Based Decision Making
- Support with the Comprehensive Needs Assessment (CNA) process
- Support with Root Cause Analyses
- Support aligning, developing, and implementing LEA and School Integrated Action Plans (L/SIAP)
- Support with grant applications and budgeting processes
- Support with the for domains of creating equitable learning environments, strength-based leadership, Culture Renovation, Instructional Renovation and Talent Management.
- Evidence-Based Interventions Desktop support - ongoing as needed
- Leadership Development
- Professional Learning Opportunities
- Desktop support

Monitoring

- On-site monitoring visits
- CNA and Root Cause Analysis review
- L/SIAP monitoring
- Strategy and action step monitoring, evaluating and completion
- Strategy and action step success
- Next steps
- Data Reflection and Report Submissions
- IAP revisions
- Fiscal Review (Grant Funded)
 - Budget review and approval
 - Quarterly expenditure review
 - Revision review and approval
 - Fiscal compliance
- Desktop monitoring

Comprehensive Support and Improvement-Low Achievement (CSI-LA)

CSI schools are re-identified every three years

New identification in August 2022 for SY2022-23 school year using SY21-22 data

New Federal Comprehensive Support and Improvement, Targeted Support and Improvement and (Additional) Targeted Support and Improvement Schools will be identified in August of 2022 for SY 2022-23 using SY 2021-22 data. As you know, schools have been frozen in federal improvement for the past two years due to COVID. Please see the criteria for identification below.

Comprehensive Support and Improvement Schools: Lowest Performing Schools (CSI-LA)

Criteria:

The following criteria will be used to identify, at minimum, the lowest- performing five percent of all schools receiving Title I, Part A funds as required by ESSA section 1111(c)(4)(D). (*% in green for SY2022-23 only**)

- **K-8 Schools**

Proficiency	60%
Growth	20% 28%*
EL (Achievement and growth)	10%
Chronic Absenteeism	40% 2%*
- **9-12 Schools**

Proficiency	60%
Graduation Rate	20%
EL (Achievement and growth)	10%
Drop-out	10%
- **Schools Serving a Combination to include Grade 12**

Proficiency	60%
EL (Achievement and growth)	10%
Growth	15%
Chronic Absenteeism	5% 0%*
Graduation	5%
Drop-out	5%
- **Schools Serving a Combination NOT including Grading 12**

Proficiency	60%
EL (Achievement and growth)	10%
Growth	20%
Chronic Absenteeism	5% 0%*
Drop-out	5%
- **K-2 model**

Proficiency	90%	(using third grade scores)
English language learning	10%	

Exit Criteria:

- a minimum of one year of increased achievement for SY 2022-23 only; a minimum of two years of consecutive increased achievement (subsequent years) and
- implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan; and
- above bottom 5% of Title I schools considering all applicable criteria.

2023-24 More Rigorous Interventions



CSI schools are expected to exit within four years of identification. Schools identified in 2017 and reidentified in 2022-23 that do not exit in the fall of 2023 based on 2022-23 data, will be placed in more the rigorous interventions designation for school year 2023-24.

Criteria: If a school remains in the bottom 5% after four years, ESSA requires “*More Rigorous Interventions*”.

The law: more rigorous interventions are required for CSI schools that fail to meet the state- determined exit criteria within a state determined number of

years, not to exceed four years (see Section 1111(d)(3)(A)(i)(I) of ESEA, ESSA, 2015).

Arizona’s More Rigorous Interventions: Schools that do not exit CSI after 4 years will receive intensified guidance, technical assistance and supports from ADE and/or a vetted external provider with extensive, impactful experience in school transformation and who meet stringent evidence requirements.

Note: the four years was paused during COVID pandemic.

Data year	Identification SY	
Spring 17	2017-18	Year 1
Spring 18	2018-19	Year 2
Spring 19	2019-20	Year 3
Spring 20	2020-21	COVID
Spring 21	2021-22	COVID
Spring 22	2022-23	Year 4 re-identification
Spring 23	2023-24	More rigorous options

Comprehensive Support and Improvement schools that have not made sufficient progress to exit comprehensive support and improvement status after four years will receive intensified technical assistance and supports. An Arizona Department of Education team or external provider will facilitate the following:

More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Comprehensive Support and Improvement schools that have not, after four years, made sufficient progress to exit comprehensive support and improvement status will receive intensified technical assistance and supports. To ensure implementation of more rigorous, evidence-based strategies and interventions that are intentionally focused on the root causes for insufficient progress, an Arizona Department of Education team will conduct an in-depth comprehensive needs assessment of the LEA and schools to determine primary needs, root causes, desired outcomes and goals. This work is the foundation of the school’s Integrated

Action Plan. The integrated action plan will be developed in collaboration with the ADE, LEA, school staff and family and community stakeholders.

The Comprehensive needs assessment looks at effective leadership capacity and practices, instructional infrastructure, including effective teachers and instructions, curriculum and assessment systems; Effective organization of time, including instructional and non- instruction time and time for teacher planning and collaboration; and organizational conditions, climate and culture, student learning, fulfillment, safety and well-being, as well as professional satisfaction, morale, and effectiveness; Family and community engagement, effective reciprocal partnerships; and talent management.

This process will assist in determining gaps in the current implementation of strategies and interventions as well as identifying fidelity issues, intensity of interventions and resource allocation inequities. It will identify what is working and what is not. In collaboration with LEAs and schools, the next best high-leveraged steps to eliminate causes and improve student outcomes will be identified. Requirements will be determined based on data and the school's specific needs and context. The Arizona Department of Education team will assist the LEA to identify new evidence- based interventions and actions.

New Integrated Action Plans will be written with direct assistance from Arizona Department of Education support teams, considering a variety of innovative, evidenced-based interventions and selecting interventions highly successful with similar populations and settings. Monitoring and support visits and technical assistance will increase and intensify.

Partnering with an evidence-based outside service provide may be recommended.

CSI-LA Requirements

- A. Comprehensive Needs Assessment (CNA) and thorough Root Cause Analysis using multiple data sources/points (three primary needs).
- B. Aligned LEA Integrated Action Plan **and** School Integrated Action Plan in GME
- C. Selection of evidence-based programs, strategies, practices and/or interventions
- D. Required SMART Goals
 - 1. State assessments - All students ELA, Math, and Science achievement
 - 2. Subgroups ELA, Math, and science
 - 3. Student Impact Goals
 - a. Leading and lagging indicator goals
 - 4. Implementation process goals
- E. Effective Implementation of Required School Systems
 - 1. Strength based Leadership
 - 2. Culture Renovation
 - 3. Instructional Infrastructure
 - 4. Talent Management
- F. Required Documentation
 - 1. Virtual and On-site Site Visits
 - 2. Mandatory Training (Initial and in person)
 - a. Initial virtual training: Prerecorded Modules and Open Office Hours
 - b. Face to face training dates: Nov 14 and 15 or Nov 16 and 17; register in ADE Connect Event Management System
 - 3. LEA Programmatic Assurances: October 15

4. Mission/Vision/Core Values: October 15
5. Assessment and/or PD Calendar: October 15
6. Data Reflection and Report Submission 1: by December 30
7. Data Reflection and Report Submission 2: by June 30
8. Progress on SIAP and SMART goals in GME
9. Evaluation Tool Due: April 15, 2022
10. Contact Forms (school and LEA) on website <http://www.azed.gov/improvement/lea-contact/>
11. Fiscal Compliance (Revisions and Reimbursements)

Data Reflection (CSI-LA)

The goal of the data reflections is to provide an opportunity to model data driven practices and promote the use of data to drive continuous improvement decision making. We take an individualized approach as each, and every LEA/school is on their own journey of data driven practices. The planning team has developed a form that we will use. The goal is not completion of the form, the goal is the conversations that the form creates.

The Data Reflection Form has 3 sections:

Student Assessment Data and Classroom Walkthrough Data Reflection

Purpose: Reflect on recent student data and classroom walkthrough data to determine progress on your student achievement measurements.

This is the section that they “notice” and “wonder” about what their data sets are telling them.

SIAP Primary Need Reflection

Purpose: For one of your IAP primary needs, select one additional data source to reflect on progress towards achieving your desired outcomes.

This is the section where we will focus on the 4 types of data to guide the discussion of primary needs and the connection to data to assess impact.

Final Reflection

Purpose: When you look at all the data sources and reflections from each section above, report on what this tells you about your school’s current reality and reflect on the IAP as a whole.

This section is to help them consider next steps to ensure they are on track or help them determine if they need to course correct.

Data Reflection and Report 1: by December 30

Feedback 1: by January 13

Data Reflection and Report 2: by June 30

Feedback 2: by July 14

Evaluation Tool

Each February schools that have grant funds will complete and Evaluation Tool Reflection that documents the effectiveness and impact on grant funded items. This is a requirement for all schools with CSI grant Funds. School Improvement Grants include Comprehensive Support and Improvement (CSI Low Achievement and CSI Graduation Rate), Targeted Support and Improvement (TSI), and School Improvement Grants (SIG). Training modules and additional guidance to support you in completing this task can be found on the [ADE SSI Professional Learning website](#). Please email the completed evaluation tool to your Educational Program Specialist by April 15, 2022.

Site Visits

Goal: The goal of site visits is to collect evidence of progress toward desired outcomes and provide onsite support to site leaders. It is a time to celebrate progress and guide leadership in making informed changes and agree on next steps.

Site Visit Windows:

- Meet and Greet – September (Virtual)
- Specialist Check in – October (Virtual)
- Site Visit #1 – Jan to February (On Site)
- Site Visit #2 – Mar-May (On Site)

Site Visit Actions:

- Principal Meeting: 90-120 mins
 - Progress on IAP strategies and action steps
 - Improvement Plan Progress
 - Staffing
- Leadership Team Meeting: 30-60 mins
 - CNA to IAP Progress & Data use and protocols used
 - 4 Types of Data (Benchmark Data, etc.)
 - Data Reflection Tool
- Classroom Visits: 10-15 mins each room
 - School Tour
 - All ELA and Math Classrooms
- Debrief with Principal Meeting: 60-90
 - Patterns, Trends based on patterns and trends
 - Consider 4 Domain questions
 - Improvement Plan Development
 - Grant Progress
- Teacher/Staff Focus group 30 mins
- Student focus groups (6-12 grade) 30 min
- LEA Debrief 45-60 mins
 - Superintendent/Charter holder and LEA Support Team Members
 - Support, Monitoring of Identified School
- Site Visit Report
 - Sent to schools and LEA within two weeks

CSI Low Graduation Rate (CSI-LGR)

ESSA requires that **all** public high schools in the State failing to graduate one third or more of



their students be identified as Comprehensive Support and Improvement schools for low graduation rate. Arizona uses the 5-year cohort graduation rate for identification purposes.

CSI-LGR Schools were re-identified for the 2021-22 school year. They are reidentified every three years.

Exit Criteria:

- a minimum of two consecutive years of increased graduation rate; and
- implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan; and
- Graduation rate higher than 66.6%.

Requirements

Same as CSI LA with a focus on Grad Rate:

- Comprehensive Needs Assessment
- Grad Rate Fishbone for FY24
- SMART goal related to Grad Rate
- SIAP addressing 3 primary needs with specific actions related to Grad Rate Needs
- Site Visits
- Quarterly Benchmark Data Reflections:
 - October 28th
 - Jan 27th
 - Mar 31st
 - June 30th
- Fiscal Compliance (if applicable)

Other Requirements for All Schools in Improvement

- Keep organized, relevant records for announced and unannounced site visits
- Submit all SSI documents in a timely manner (CNA, RCA, L/SIAP, achievement data, fiscal documents, and any other requested documents)
- Adhere to all assurances



Federal Targeted Support and Improvement (TSI) Schools and Additional Targeted support and Improvement (aTSI) Schools

ESSA designates **two types** of TSI schools; ATSI, identified every three years and TSI, identified annually, using three years of data.

Additional Targeted Support and Improvement Schools (aTSI) Additional Targeted Support and Improvement Schools ((A)TSI) are the schools that were first identified for SY 2018-19, based on Spring 2018 AzMERIT scores. They are any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School. They are reidentified every three years. If they don't meet exit criteria by the end of the 4th year, Title 1 schools become Comprehensive Support and Improvement Schools, beginning 2024-25
 Note: the four years was paused during COVID pandemic.

Data year	Identification SY	
Spring 18	2018-19	Year 1
Spring 19	2019-20	Year 2
Spring 20	2020-21	COVID
Spring 21	2021-22	COVID
Spring 22	2022-23	Year 3 re-identification
Spring 23	2023-24	Year 4
Spring 24	2024-25	CSI

Criteria:

- The Targeted Support and Improvement N count is 20
- All major subgroups are included (major ethnic/racial groups, economically disadvantaged, student with disabilities and English Learners)
- Subgroup achievement in the bottom 5% of Title I schools based on CSI LA criteria

Exit Criteria:

- **a minimum of one year of increased achievement for SY 2022-23 only**; a minimum of two years of consecutive increased subgroup achievement; and
- implementation of school improvement goals, strategies, and action steps relative to subgroup achievement in state required Integrated Action Plan; and
- subgroup achievement above bottom 5% of Title I schools. considering all applicable criteria.

Targeted Support and Improvement (TSI) COVID delayed - identified annually

ESSA also requires identification of **Targeted Support and Improvement (TSI)** schools with “Consistently underperforming” subgroup/s. Arizona’s ESSA Plan defines “*Consistently underperforming*” as “*a school being identified as having has one or more significant achievement gaps between subgroups and any low achieving subgroups for three consecutive years.*”

These schools are **identified annually beginning SY 22-23** (COVID delayed) using data from 2018, 2019, 2022. Therefore, there is no exit criteria.

Subgroups for accountability purposes are students from major racial and ethnic groups, students with disabilities, English learners, and economically disadvantaged students.

Per ESSA, The LEA with TSI Schools (TSI and aTSI) is responsible for the following:

- Notifying each identified school
- Including specific goals, strategies and action steps in the LEA integrated action plan addressing trends and patterns across schools to increase subgroup achievement
- Supporting and monitoring TSI schools as they add specific goals, strategies and action steps addressing subgroup achievement to the school integrated action plan
- Supporting and monitoring implementation of strategies and action steps
- Progress monitoring of strategies and action steps
- Evaluating implementation and success of strategies and action step
- Overseeing grant expenditures and ensuring fiscal compliance

LEA Requirements for aTSI/TSI

- Complete an annual LEA Plan of Support by June 30th
- Participate in ATSI Checkpoints three times a year with assigned EPS
- Conduct monthly/bi-monthly/quarterly meetings with site leaders of identified schools to monitor progress, assess impact and evaluate success
- Attend a minimum of 3 out of the 5 Virtual Learning Collaborative Meetings
- Complete annual EPS Support Survey

The SEA (ADE) monitors and supports the **LEA** with TSI schools. Education Program Specialists (EPS) will provide collaborative technical assistance to LEAs federally identified for Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI). Support will be provided at the LEA level, with additional school-level support provided **only at the request of the LEA and based upon availability of Arizona DOE staff.**

Targeted Support and Improvement LEA (TSI and aTSI) Requirements

1. Complete School and LEA Contact Forms on School Support and Improvement website for the LEA and TSI Schools

This is how we know who to contact.

2. Complete Assurances
3. Complete LEA Integrated Action Plan to address trends and patterns across the identified schools as well as individual schools specific needs (GME)
 - Include all required elements for selected principles
4. Selection and implementation of evidence- based programs, practices and/or interventions
5. SMART goals - Subgroup goals to address low achievement
 - Student Impact goals
 - Leading and lagging indicators
 - ELA and Math proficiency
 - Implementation Process goals
6. Maintain records and evidence of TSI school oversight, support, and monitoring
 - Implement, monitor, and evaluate TSI School IAPs
7. Submit all requested SSI documents in a timely manner
8. Virtual Learning Collaborative Meeting Dates
 - EPS and LEA points of contact will meet monthly to ensure a common understanding of the collaborative work, share resources, best practices, and professional learning, communicate progress, and share updates. All meeting will be virtual and optional for LEAs to support the school improvement process.
9. Participate in all TSI Check-ins – LEA leadership team

The LEA is responsible for ensuring every TSI school completes the following:

1. Annual Comprehensive Needs Assessment (CNA) and targeted, thorough Root Cause Analyses (RCA) in GME

Subgroup Key Indicators include:

- 1.2 A & D; 1.6, 1.7 A & B; 1.8
- 2.1; 2.4 A, B and I; 2.5 D
- 3.2 B; 3.5 C;
- 4.1; 4.4 B; 4.5;
- 5.1 B & C; 5.3 A

2. School Integrated Action Plan* (IAP)

Addressing identified school unique primary needs and root causes from CNA relative to each identified low achieving

Required elements for selected principles:

- Primary Need
- Root Cause
- Need Statement
- Desired Outcome
- Strategies (specific to subgroup achievement)
- Action steps
- Use of evidence-based programs, practices and/or interventions
- Student Impact goals
 - Leading and lagging indicators
 - ELA and Math proficiency
- Implementation Process goals

*See guidance materials CNA to RCA to IAP <http://www.azed.gov/improvement/>

LEA Desktop Support and Monitoring

Collective Supports

- Guiding the LEA through the collection and analysis of sub-group data
- Guiding the LEA through the problem-solving cycle of the continuous improvement framework
- Collaborating on a district plan of support focused on specific need for the LEA and school context
- Assisting with the selection of evidence-based actions, strategies, and interventions for the LEA plan of support
- Providing ongoing communication to and check-ins with the LEA
- Participating in Continuous Improvement Team meetings with district personnel as needed
- Providing tools, resources, coaching and support for continuous improvement
- Conducting monitoring of LEA's plan of support
- Conducting monitoring of the evidence-based practices and review of progress monitoring data

EPS Support to LEAs

- Providing technical support and/or virtual coaching, resources and tools to support to improve effective instruction, engaging school climate, and student outcomes that yield increased achievement for all students.
- Providing support in budgeting School Improvement funds, including the development of the grant applications as well as monitoring expenditures and drawdown

Key Activities for aTSI/TSI LEAs

- Meet and Greet – Aug to October
 - aTSI identified Contact and LEA aTSI Team members
- aTSI Learning Modules on the SI Website
- Plan for Support

- Identify Commonalities and Individual Needs within Schools
- Identify LEA Strategies and Goals for Support
- Update LIAP in GME – Principle 1 for FY24
- LEA Plan for Support
- LEA Agenda to Prepare for Plan of Support & Checkpoint Discussions
- Checkpoint Conversations (3 Core Areas of focus)
 - LEA Data Review:
 - What are the overall LEA patterns and trends related to the most recent assessment/benchmarks, classroom observations, or relevant data for federally identified schools?
 - LEA Progress Check:
 - Review of LIAP and actions steps related to aTSI/TSI identification. Discuss the evidence of impact.
 - Identification of LEA Next Steps.
 - School Progress Check:
 - Review of SIAP and actions steps related to aTSI/TSI identification. Discuss the evidence of impact.
 - School Next Steps.
 - LEA Plan of Support Notes and Next Steps.
- Virtual Collaborative Meetings
 - Must attend 3 out of 5 Meetings to be in good standing programmatically
 - EPS and LEA points of contact will meet monthly to ensure a common understanding of the collaborative work, share resources, best practices, and professional learning, communicate progress, and share updates. All meetings will be virtual and optional for LEAs to support the school improvement process.



SMART Goals

Specific: A well-written goal addresses who will do what by when and how the results will be measured.

Measurable: The key concept here is: what gets measured, gets done. How you will measure its accomplishment?

Attainable, but Challenging: Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike.

Goals that are too easy generally won't affect the kind of change needed to make significant and sustainable improvement. Goals must be attainable yet challenging.

Relevant: In the big picture, goals should link back to the stated educational aims, vision and mission of the school, derived from a careful analysis of data. Specifically, the goals address the primary and needs identified in the CNA.

Time Based: Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

There are 2 types of required SMART Goals

Process SMART Goals: Goals that pertain to the implementation of systems, structures, and processes. These goals are written to define successful markers of the integrated action plan.

- By January 10, 2023 all PLCs will turn in their 2023 PLC Plans which documents 1) agreed upon norms, 2) an agenda/notes template, 3) meeting dates and times for the year, 4) and articulate prioritized outcomes.
- By February 2023, all teachers will have attended the four-part MTSS professional learning series and will begin implementing evidence-based tier II interventions in their classes. Evidence will be collected through PD sign-in sheets and reflections as well as classroom walk-throughs conducted by admin and instructional coach.
- Grades 3-5 will implement supplemental reading resources and interventions according to the agreed upon frequency for each program by November 1, 2022 (i.e. 4th grade students will complete a minimum of 3 Achieve 3000 lessons each week). This data will be tracked through the learning platforms by the instructional coach.
- As a result of participating in professional development opportunities and ongoing coaching cycles, all staff will implement prioritized trauma-informed practices by December 2022 as measured by focused monthly walkthroughs by site leadership.

Student Impact SMART Goals: Goals that pertain to student achievement or growth

(i.e. state assessment, AZELLA, benchmark assessment, Galileo, DIBELS, etc).

I. Content Area Achievement/Proficiency or Growth Goals

- **(Growth)** [*content area*] achievement for all students will increase by ____% moving from ____% proficient or highly proficient on 2022 State Assessment to ____% proficient or highly proficient on 2023 AZ State Assessment.
- **(Achievement/Proficiency)** ____% of students will score proficient or higher on the [*content area*] 2023 AZ State Assessment.
- **(example)** Of all the students who are assessed in grades 6-8 on the Spring 2022 Arizona State Assessment, 45% will score proficient or higher on the ELA assessment, 40% will score proficient or higher on the Math assessment, and 35% will score proficient or higher on the Science assessment.

II. ACT Goals

- **(Achievement/Proficiency)** The percentage of students that meet the college readiness benchmark score in all four content areas will improve from ____% in 2022 to ____% in 2023 as measured by the ACT.
- **(Growth)** The average ACT composite score will increase from ____ in 2022 to ____ in 2023.

III. Graduation Rate

- Graduation Rate will increase from ____% in 21-22 to ____% in 22-23 (4-year cohort or 5-year cohort)
- **Other indicators:**
 - ____% of Juniors and Seniors will be classified as “on track” to graduate by December 2022.
 - Overall HS attendance will increase from ____% (in 21-22) to ____% (in 22-23); Senior attendance will increase from ____% (in 21-22) to ____% (in 22-23).
 - The number of referrals will be reduced by ____% from (in 21-22) to ____ (in 22-23).

TSI Subgroup Goals: There must be a SMART goal for each identified TSI subgroup in your IAP. These goals can be combined and include multiple content areas, sub-goals of a larger proficiency/growth SMART goal, separated out by each subgroup individually, or specify achievement gap goals. Below are some examples of these variations of TSI Subgroup goals.

NOTE: for both TSI and ATSI Schools

I. TSI Combined: includes more than one subgroup in a goal statement

- By the end of year benchmark assessment in May 2022, ___% of **students with disabilities** and **Hispanic students** will show at least one year of growth OR will be “on grade level” in both ELA and Math based on their Galileo assessment.

II. TSI Integrated: includes a TSI subgroup goal as a sub-goal of a larger SMART goal in the IAP

- (Larger SMART Goal of a Strategy)- Of **all the students** who are assessed in grades 6-8 on the Spring 2022 Arizona State Assessment, 45% will score proficient or higher on the ELA assessment, 40% will score proficient or higher on the Math assessment, and 35% will score proficient or higher on the Science assessment.
 - **(TSI Subgroup 1 Goal)** The percent of **students with disabilities** scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% to ___%;
 - **Math** Arizona State Assessment will increase from ___% to ___% (___% growth).
 - **(TSI Subgroup 2 Goal)** The percent of **Hispanic/Latino** students scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% to ___% (___% growth); **Math** Arizona State Assessment will increase from ___% to ___% (___% growth).

III. TSI Separated: includes separate goal statements for identified TSI groups, not necessarily integrated with another

- **(TSI Subgroup 1 Goal)** The percent of **students with disabilities** scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% to ___% (___% growth); **Math** Arizona State Assessment will increase from ___% to ___% (___% growth).
- **(TSI Subgroup 2 Goal)** The percent of **Hispanic/Latino** students scoring proficient or higher on the **ELA** Arizona State Assessment will increase from ___% to ___% (___% growth); **Math** Arizona State Assessment will increase from ___% to ___% (___% growth).

IV. TSI Achievement Gap: notes the reduction of the discrepancy between the identified subgroup and rest of school

The achievement gap between percentage of all students scoring proficient and the percentage of ___ (subgroup) students scoring proficient will be reduced by ___% from ___% in 2021 to ___% in 2022 on the State Assessment.

Four Domains of Equitable Learning



1. Strength Based Leadership

Leaders make it a top priority to elevate the performance of low achieving schools, and they communicate the urgent need for transformation so that all students receive the high-quality education they deserve. The policies, structures, resources and personnel leaders put in place to rapidly and significantly improve the schools reflect the leader's strong commitment to the work. Leaders understand their role in ensuring transformation, they develop data informed plans that meet the local context, and they accept responsibility for the results.

- Prioritize improvement and communicate urgency
 - Set a deliberate path and create clear expectations to work towards improvement.
 - Articulate a commitment and fiercely advocate for it.
 - Closely monitor, discuss, report and take action on progress.
- Monitor short- and long-term goals
 - Develop data informed impact and process goals with short term targets to guide improvement plan.
 - Respond to feedback and progress toward goals.
 - Celebrate successes.
- Customize and target support to meet needs of school
 - Provide personalized targeted support aligned to the CNA and data needs of the school's context.
 - Promote coherence and integration of priorities.
 - Eliminate unnecessary initiatives.

2. Culture Renovation

Develop a school culture where educators create a classroom, school, and system where excellence is achieved for every student, no matter who that student is or where that student comes from. Academic and social emotional needs of staff and students are focused on in a concerted effort. Leadership develops structures and practices that support collaboration around common goals, mutual respect and shared responsibility. Therefore, responding to the cultural needs of the school internally and externally. Staff and students are challenged and supported.

- Build a school community focused on student learning

- Celebrate successes; start with quick wins in the beginning to build momentum. Early successes promote success and gain confidence.
- Provide explicit expectations, behaviors and support for each person's role in the school.
- Create opportunities for collaboration and belonging.
- Champion high expectations of ALL. Reinforce expectations through accountability and support.
- Solicit and act on stakeholder input
 - Provide multiple opportunities for staff, student and community voice.
 - Analyze perception data to identify success and opportunities for growth.
 - Solicit, acknowledge and respond to constructive feedback, suggestions and criticism.
- Engage students and families in pursuing education goals
 - Intentionally build students competencies to achieve goals, persist in tasks, celebrate progress, and develop strategies for learning.
 - Provide learning that is high interest and connects with student needs and aspirations.
 - Meaningfully engage with school families regarding their student's learning, progress, interests and goals.

3. Instructional Transformation

Effective instructional practices include strong standards-based instruction that is culturally responsive to the needs of the school community. School staff participate in collaborative, data-based planning and provide differentiated learning for individual student needs. This includes evidence-based pedagogical methods and student engagement that meets the academic and social emotional needs of all students.

- Diagnose and respond to student learning needs
 - Develop a balanced assessment system to diagnose student learning needs.
 - Use that data to drive instructional decisions.
 - Implement an MTSS framework that includes effective student supports and instructional interventions.
- Provide rigorous evidence-based instruction
 - Set high academic standards and ensure access to rigorous standard-based instruction aligned to the Arizona K-12 standards.
 - Provide supports, training and feedback to ensure quality instructional planning and delivery.
 - Develop strategies to strengthen Tier 1 core instruction that meets the needs of ALL learners.
- Remove barriers and provide opportunities
 - Systematically identify barriers to students learning and opportunities to enhance learning.
 - Partner with community organizations to meet the needs of staff and students.
 - Develop a strategy to review data on an ongoing basis to identify systemic opportunities for change.

4. Talent Development

Recruitment, development and retention of competent and committed personnel at every level across the school. Policies and practices to identify, select, place and retain personnel are aligned to the mission and vision of the school.

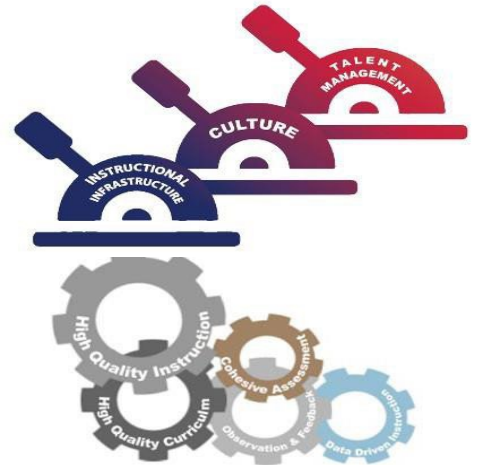
- Recruit, develop, retain and sustain talent
 - Proactively plan for the recruitment and development of personnel to quickly fill vacancies throughout the transformation process.
 - Develop specific interview strategies to ensure commitment to the school's mission and vision.

- Develop preparation programs that build capacity in school leaders and staff.
- Target professional learning opportunities
 - Offer high-quality meaningful learning opportunities, aligned to school goals that are differentiated to meet the needs of staff.
 - Offer regular support and job embedded learning that includes coaching, mentoring, observation and feedback on a regular, consistent basis.
 - Leverage and maximize high performing personnel as models and peer coaches.
- Set clear performance expectations
 - Create and communicate performance expectations for all school staff, as well as school wide expectations for all students.
 - Develop and implement a performance management system that includes observation and feedback, the monitoring of progress, and goal setting with informal and formal observations



ELEVATE is an evidence-based, executive leadership program developed and presented by the School Support and Improvement Unit of the Arizona Department of Education in collaboration with WestEd.

ELEVATE centers on equity-focused leadership and develops the knowledge, competencies and skills necessary for systemic change. **ELEVATE** focuses on the culture of learning and high expectations for all, instructional infrastructure and talent management at the systems level within LEAs and schools.



Cohort 7 begins after new identification. Grant funding is available for program and coaching costs. Contact Christina Aldrich christina.aldrich@azed.gov for information and application. Information and video: <https://www.azed.gov/improvement>

Vision: ELEVATE seeks to improve LEA and school systems in order to significantly increase and sustain quality outcomes for all Arizona Students.

Mission: ELEVATE develops and empowers LEA and school leaders to focus on equity, improving teaching and learning that results in rapid and significant gains in student achievement.

Theory of Action

If we develop equity-focused leaders' skills and competencies to facilitate systemic change by creating and sustaining a high quality, cohesive instructional infrastructure a strong culture of learning and high expectations for all, a strategic, evidence-based talent management system

Then student achievement significantly improves, and student subgroup achievement gaps are eliminated.



CNA to RCA to IAP Graphic



School Support & Improvement

Comprehensive Needs Assessment and Data Review



Identify Primary Need



Identify Primary Need



Identify Primary Need



CNA to RCA to IAP Connections and Alignment

Click [here](#) for CNA, RCA and IAP Guidance

The Comprehensive Needs Assessment, Root Cause, and Integrated Action Plan for all Title I Schools

Title I, II, III, IV-A, School Improvement and Move on When Reading schools will use the 6 Principles, 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 become the foundation for the Schools Integrated Action Plan. The LEA Integrated Action Plan is based on the School/s' Comprehensive Needs Assessment findings. It supports the implementation of the School Integrated Action Plan.

Comprehensive Needs Assessment

- [FY23 CNA Rubric with Full Details](#)
- [FY23 CNA Planning Tool](#)
- [FY23 CNA, RCA and IAP Guidance](#)

[Evidence-based Practices Guidance here](#)

On demand professional learning video modules <https://www.azed.gov/improvement/professional-learning>

School Support and Improvement Contact List

[Devon Isherwood](#), Deputy Associate Superintendent

[Christina Aldrich](#), Director

Jennifer Zorger	Education Program Specialist, Phoenix
Ken Rausch	Education Program Specialist, Phoenix
Michael Hansen	Education Program Specialist, Phoenix
Chelle Kemper	Education Program Specialist, Phoenix
Becca Moehring	Education Program Specialist, Phoenix
Jennifer Spaniak	Education Program Specialist, Phoenix
Amanda Wilber	Education Program Specialist, Phoenix
Serena Lobo	Education Program Specialist, Phoenix
Kelly Curtin	Education Program Specialist, Phoenix
Cindy Robinson	Education Program Specialist, Phoenix
Lucedes McBroom	Education Program Specialist, South
Sarah Barnes	Education Program Specialist, South
Tony Cuevas	Education Program Specialist, Flagstaff
Colleen Clark	Education Program Specialist, Flagstaff
Russel Potter	Data Specialist, Phoenix

[Cindy Richards](#) Program Project Specialist

Email address: first.last@azed.gov

[Inbox: schoolsupportandimprovementinbox@azed.gov](mailto:schoolsupportandimprovementinbox@azed.gov)





Appendices



Evidence-Based

Evidence-based decision-making and reflection are the core of the entire continuous improvement process and are used in each step. The steps overlap, with each leading into the next, so that, for example, the Analyze step begins before the Implement step is completed; the color shading is intended to

communicate this point.

Hale, S., Dunn, L., Filby, N, Rice, J., & Van Houten, L. (2016). *Evidence-based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA. San Francisco: WestEd*

One of the broad intents of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA) is to encourage evidence-based decision-making as a way of doing business.

Beyond defining four levels of acceptable evidence below, the law provides states with more flexibility and authority, compared to what was allowed under No Child Left Behind regarding how states and districts handle selecting and implementing interventions.

§200.21 of ESSA requires a state to review and approve each comprehensive support and improvement plan in a timely manner. Further, the regulations require the state education agency (SEA) to monitor and periodically review each local education agency (LEA)'s implementation of its plan.

The provisions in ESSA also lend themselves to the use of an iterative, continuous improvement process. The law specifies that states are to continuously evaluate the effectiveness of interventions carried out under several federal grant programs (e.g., ESSA, 2015, Section 4624[10]).

Finally, regulations of ESSA (24 C.F.R. § 200.23, 2017) require states to evaluate the effects of evidence-based interventions on student achievement and other outcomes, and to disseminate the results of those evaluations to LEAs. Interventions must have an impact on "meaningful student outcomes".

The literature on decision-making in education reveals an array of factors that often influence decisions, including popular trends, political considerations, and the networks and information sources with which decision makers are connected. ESSA and, more generally,

the evidence-based decision-making movement emphasize the importance of evidence in informing decisions. Knowing and building on what has worked in the past, and specifically for whom and in what circumstances, offers a better chance of success in the future.

However, over focusing on the decision itself can perpetuate a “magic bullet” concept of improvement: the fact that a program produces positive outcomes on average does not mean that it will do so in every case. Deciding to implement a particular approach must be preceded by a thorough assessment of needs and hypotheses about the causes of issues and problems, to determine if a proposed program or practice is really appropriate and what adaptations may be necessary, and it must be followed by careful implementation and analysis of local outcomes.

Using data and evidence keeps the improvement process guided toward the desired outcomes.

A continuous improvement process starts with the problem, rather than the solution. It includes addressing a discrete issue or problem by systematically testing potential solutions while tracking well-defined and measurable goals. The process is meant to be iterative: data are collected, analyzed, and discussed frequently so that adjustments can be made to the intervention or program, and then data are collected and analyzed once again. In addition, the scale of the initial effort often begins small and expands over time as the intervention is refined.

Using this process, schools and districts often start with a pilot intervention or activity and expand it as the fit to local conditions is better understood.

Continuous improvement cultivates a problem-solving orientation and close observation of the system that is producing the outcomes. This orientation is important to sustained improvement, especially when more than one change may be needed. Using data and evidence keeps the improvement process guided toward the desired outcomes.

“Evidence-based decision-making and reflection are the core of the entire continuous improvement process and are used in each step.”

Step 1: Inform: A comprehensive needs assessment is the first step to analyze the needs of the education setting, in order to inform subsequent steps, particularly decisions that are made in step

2. Needs are analyzed by using input from as many stakeholders as possible: leadership, staff, parents and other community members, and students. The needs assessment data along with leading and lagging indicator data (test scores, attendance, discipline, grad rate, etc.) are used to identify and prioritize gaps in the educational setting, whether they are programmatic, or service or staff related. Well-defined and measurable goals are developed from a careful analysis of these needs and gaps, and from hypotheses about which factors in the current situation might be causing problems and impeding attainment of desired outcomes.

Step 2: Select an Evidence Based Strategy: This step involves identifying, examining, and selecting evidence-based programs, practices and interventions for the intended setting and population(s). The step might start with searching clearinghouses of evidence-based interventions, such as the What Works Clearinghouse (WWC), Evidence for ESSA, Promising Practices Network and others which have reviewed the research on many interventions (see SI Evidence Based

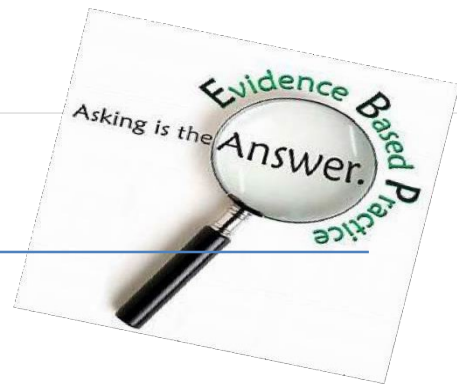
Guidance for more resources). Careful attention to the quality of both individual research studies and the body of evidence on an intervention is needed. Selection also includes taking stock of the specific context and educational environment(s) in which an intervention will be implemented, including the student population and the local capacity, resources, and strategic plans. What works in one place will not necessarily work in another. The results of this step provide the specifics needed to develop detailed implementation plans.

Step 3: Integrated Action Plan: In this step, a detailed implementation plan is developed for the selected interventions, to specify who will implement the interventions, when, and with what support. Planners determine what core features are needed for implementation with fidelity, and what adaptations may be needed. Also, necessary materials, technical assistance, and professional development for the actual implementation are either developed or contracted. Plans for analysis and/or evaluation are drafted, and data are collected to monitor progress.

Step 4: Implement: This step involves carrying out the intervention. It is important for this step to include the collection and examination of implementation data for formative feedback and improvement. Educators will need to ensure that the interventions are being implemented as was planned in the previous step, and will need to correct problems (e.g., teachers not participating in the intended level of professional development) and document any promising adaptations that might be informative to others. Implementation is continually assessed in this step, through an iterative process, until the intervention is being delivered in a stable way.

Step 5: Analyze: In this step, data are collected about longer-term changes in primary desired outcomes. If there is progress toward the goals, the intervention can be continued and expanded when appropriate. If not, a new or additional strategy may be needed. This step may involve progress monitoring—tracking trends in outcomes over time. Or, if an intervention is stable enough, a rigorous evaluation of impact is appropriate. Finally, the findings from this step can be communicated outward; therefore, the entire community can benefit, as reflected in the ESSA requirement that states share evaluation information.

Evidence Based Summary Form



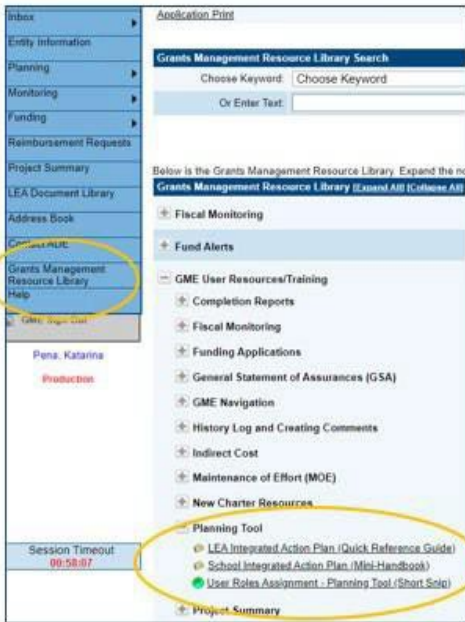
- LEA Grade LEA Community
- Preschool Urban
 - Elementary Rural
 - Middle School Suburban
 - High School

Research Grade Level	Community	ESSA Tier
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising
<input type="checkbox"/> High School		

Provide the Program, Strategy, Description, or Research Paper Abstract
Must be third party research (no white papers will be accepted)
Include links to the evidence.

*If you have any questions or need support, contact your Education Program Specialist.

GME Quick Reference Guides



Selecting an External Provider

Resource: [Guide to Working with External Providers](#) - American Institute for Research

- Based on the CNA, RCA and IAP, what services would you like the external provider to deliver?
- The type of assistance that you need.
- What are your selection criteria?
- Research evidence-based strategies and processes
- Develop scope of work with outcomes/deliverables
- Build a list of potential providers
- Gather and review evidence specific to provider
- Check references
- Monitoring and Evaluation Tools

Grants Required Budget Detail Example updated 7.13.22

Grant Narrative Guidelines

SSI Grant Guidelines

****LEAs must receive EPS approval for revisions *prior to* implementing any change in spending or program.**

Below are examples of the level of detail required in the budget narrative. Please refer to the [USFR](#) or [USFRCS](#) for additional guidance on coding.

This document provides samples but is not an all-inclusive list of approvable formats, costs, etc.

6100 Salaries

Function Code 1000 (direct instructional contact with students)
Board adopted salary or hourly rate

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (example: after school tutoring, substitutes)

Position example: reading interventionist

*Job description required for positions

*Tutoring plan required for tutoring programs

*Stipend amounts are not allowed – must break down hours x hourly rate

Function Code 2100, 2200, 2600, 2700 (staff)
Board adopted rates

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (example: off contract committee work to research math curriculum)

Position example: data coach

*Job description required for positions

*Stipend amounts are not allowed – must break down hours x hourly rate

6200 Benefits

All Function Codes
Board adopted rates

Benefits are required for each position in 6100. Exceptions must be noted in your narrative. Provide the percentage used in your cost calculation for related benefits

6300 Purchased Professional Services

Function code 2100, 2200, 2600, 2700 (staff)
TBD based on provider services or conference fees

Educational Service Provider (external provider/consultant)

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**

Professional Learning Activities

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

Conference registration ***Conference brochure or agenda required**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)

TBD based on provider services or conference fees

Leadership Development

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**

Professional Learning Activities

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

Conference registration ***Conference brochure or agenda required**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =

6500 Travel Costs

Function Code 2100, 2200, 2600, 2700 (staff)
--

TBD based on state per diem or board adopted rates
--

Travel expenses related to conferences attended by staff.

Detail needed: Conference name and date

Transportation cost (airfare, mileage, rideshare) x # of staff =

Hotel room cost x nights x # of staff =

Per Diem x # days x # of staff =

***Please check conference details. If breakfast and lunch are provided at the conference, per diem cannot be reimbursed for these meals.**

Function Code 2300, 2400, 2500, 2900 (administrators)

TBD based on state per diem or board adopted rates
--

Travel expenses related to conferences attended by administrators.

Detail needed: Conference name and date

Transportation cost (airfare, mileage, rideshare) x # of administrators =
Hotel room cost x nights x # of administrators =
Per Diem x # days x # of administrators =

***Please check conference details. If breakfast and lunch are provided at the conference, per diem cannot be reimbursed for these meals.**

6600 Supplies

Function Code 1000 (direct instructional contact with students)
Per quote(s)

Curricular materials, instructional kits, site licenses, etc. for student use
Detail needed: Who will use? What is the purpose?
Item name x # of items x cost =

***Miscellaneous office supplies and student rewards not allowed.**

***Quotes are needed for all items.**

Function Code 2100, 2200, 2600, 2700 (staff)
Per quote(s)

Supplies for staff, professional learning books, etc.
Detail needed: Who will use? What is the purpose?
Item name x # of items x cost =

***Miscellaneous office supplies not allowed**

***Quotes are needed for all items.**

6910 Indirect Costs

Function Code 0000
As approved

SSI Grant recipients are required to:

- Receive EPS approval for revisions *prior to* implementing any change in spending or program.
- Submit revisions for any fiscal or programmatic change.
- In accordance with sound accounting practices, LEAs are required to request reimbursements monthly.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports on time.

*Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture or having funds placed on hold.

Grant Revision Requirements updated 7/13/22

-A remaining balance of zero is necessary.

*Do not delete any of the original narrative – add to/below the original narrative.

-Note the revision # and date of revision (i.e. Revision #1, Oct. 5, 2021)

-Use a different color font for each new revision or highlight the new revision.

-Be detailed in your narrative to indicate if an expenditure increased, decreased, or was added.

-Double check your math. The total in the narrative must match the line-item total.

-Upload any revised quotes, scopes of work, evidence-based summary forms, etc.

-Revise your IAP to match the revision in GME. Add/remove any funding tags if needed.

Starting a revision: Under Sections: Choose Revision Started and then click Confirm.

Sections

Creighton Elementary District (070414000) Public District - FY 2022 - Medium Risk - Comprehensive Support and Improvement Grant - Rev 0

Application Status: SEA Comprehensive Support and Improvement Grant Director Approved

C Choose **Modify** next to the section needing a revision.

Budget By Function Codes

	Object Code
Modify	6100 - Salaries
Modify	6200 - Employee Benefits
Modify	6300 - Purchased Professional Services

Click Confirm to change the status.



Example 1: Increasing funding to a current line item expenditure.

Object Code	Function Code	Line Item Total	Project
6100 - Salaries	1000 - Instruction	\$15,450.00	

Adjust the line item total to match the changes in the narrative.

FY 2021 - Comprehensive Support and Improvement Grant - Rev 0 (6.27.20)

Certified Staff: Tutoring (off contract work) for Reading and Math; @ 6 teachers x 52/hrs (twice a week, 13 wks, 2 hours a day) x \$25.00 = \$7,800.00

Certified Staff: Hourly pay for 6 teachers (off contract work) participating in after-school tutoring to develop lesson plans (instructional planning) @ 6 teachers x 26/hrs x \$25.00 = \$3,900.00

Total Salaries: \$11,700.00

FY 2021 - Comprehensive Support and Improvement Grant - Rev 2 (1.28.21)

6300 - Purchased Professional Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)
--	--

Example 2: Decreasing funding to a current line item expenditure.

Narrative Description

District Level Program

Training for Special Education teachers, paraprofessionals, and one administrator from the school sites. This will be split funded, so the total reflected on the quote is more than reflected on the quote. 20 participants which include 2 special education teachers, 2 paraprofessionals and one administrator from each school (Fox Creek Junior High, Des Moines, IA) "Your Students with Disabilities Who Have Fallen Behind." The focus of this seminar is on the most effective, cutting-edge instructional practices specifically targeted at helping necessary to meet each of your students right where they are and to accelerate their progress. Discover an array of proven strategies for focusing your instruction to meet the

Adjust the line item total to match the changes in the narrative.

20 participants x \$259.00 = \$5180.00 + \$290.08 (5.6% tax) = \$5470.08

REVISION 1 11/12/2021

REMOVE \$749.08 to reflect the actual cost of training.

Line Item Total
\$4,721.00

Instructor's fees, travel costs and the cost of producing and shipping the resource handbooks \$4721.00

Example 3: Adding a new item to fund.

6600 - Supplies	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	\$8725.00
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Adjust the line item total to match the changes in

25 LETRS participant bundle virtual licenses and participant materials for level 2 LETRS t
 6 LETRS online course renewals. \$59 each = \$354
 3 LETRS Facilitator Training bundles for Units 1-4. \$399 each = \$1197
 6 LETRS Facilitator Training bundles for Units 5-8. \$399 each = \$2394

Revision 1 12/5/21 – Add new items (see quote in related documents)
 25 LETRS participant bundle virtual licenses and participant materials for level 2 LETRS teachers who have already completed level 1 of LETRS training \$349 each = \$8725

the narrative.

Line Item Total
\$13,542.50

Example 4: Completely removing a line item from the current budget.

When removing an item completely from the budget, choose **Remove**. This line item will be deleted from the budget.

action will be recorded in the Change Log. The

	Object Code	Function Code	Project Time (FTE)	Quantity
Remove	6500 - Other Purchased Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)		

Narrative Description

Travel expenses (airfare, mileage, hotel, meals, etc.) for professional development workshop/conference:

Saving revisions: Each time a change is made save the information. The save button is located at the top of the page.

Save Save and Return

Completing a revision: Once all of your revisions have been completed and saved, return to the **Sections** page and choose **Revision Completed** and **Confirm**.

Application Status: Revision Started

Change Status To: **Revision Completed**
 or
 Cancel Revision

No validation errors were found, but one or more warnings exist.

You are about to change the status to Revision Completed. Click Confirm to change the status.

Confirm Cancel

The funding application will then need LEA Business Manager Approval and LEA Authorized Representative Approval in order to be sent to ADE for Specialist and Director approval.

Grants Management Monthly Reimbursement Requests

Grants Management Staff will monitor.

Reimbursement requests should be made monthly unless no funds were expended that month.

Quarterly reimbursement request are **required**.

Completion Reports

Grants Management Staff will monitor. Project end date is Sept. 30, 2021. Completion Reports (CR) are due Dec. 30, 2021

It is important to note that once the CR has been started no reimbursement requests can be made.

Support and Innovation Required CR related documents:

Detailed Expense Report including payroll (grants management report in Visions) that includes all expenditures with vendors. In the rare instance, journaling occurred, verification of vendor and items are required

CSI Low Achievement Data Reflection Form



CSI Low Achievement Data Reflection Tool (SY 2022-2023)

LEA: School:

Overview: The purpose of this reflection tool is to provide a structured opportunity for your team to analyze multiple data points to determine progress on your annual IAP and student achievement measures.

Outcomes: Use your data and reflection conclusions to determine whether your IAP progress is on track or if your current plan requires modification to support greater achievement outcomes.

Document Submission: This process is intended to be completed by the site-based leadership team. This document is cumulative for the 2022-2023 school year and should be added to each reporting period. Submit this document to your Education Program Specialist by the due dates listed.

Reporting period 1: Due by December 30, 2022

Reporting period 2: Due by June 30, 2023

This reflection tool is broken down into 3 sections:

I. Student assessment data and classroom walkthrough data reflection	II. SIAP primary need reflection	III. Final reflection
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I. Student Assessment Data & Classroom Walkthrough Data Reflection

Reflect on recent student data and classroom walkthrough data to determine progress on your student achievement measures.

- Student data
 - K-8 – benchmark assessment data, screening data, diagnostic data, state assessment data (June)
 - High school – academic measures such as end of course assessments, pre/post assessments, or benchmark assessments, credits earned, grades, on-time graduation projections, and/or other leading indicators, ACT data (June)
- Classroom walkthrough data to include:
 - Grade levels/content areas
 - Frequency, look-for priorities

Use these guiding questions to help analyze your student data **and** walkthrough data and reflect on the progress made so far this year.

What do you notice and wonder? What patterns did you observe in your data?

How is your data shared with all staff?

What celebrations are there? Where are areas for growth?

Is there evidence of progress on identified student achievement measures? What evidence?

What conclusions can you draw from the data?

What is your next step to move forward in this area?

	Reporting period 1	Reporting period 2
Student data	Data Summary:	Data Summary:
	Conclusions:	Conclusions:
	Next steps:	Next steps:
Classroom walkthrough data	Data Summary:	Data Summary:
	Conclusions:	Conclusions:
	Next steps:	Next steps:

II. SIAP Primary Need Reflection

For one of your IAP primary needs, select one additional data source to reflect on progress towards achieving your desired outcomes.

List your 3 IAP Primary Needs and highlight the selected primary need you are reporting on this period.

1.	
2.	
3.	

For the highlighted primary need, select at least one data source to reflect on progress towards achieving your desired outcome.

“Choose an item” to select your data source(s).

Student Information Data: Choose an item.

Perception Data: Choose an item.

Student Learning Data: Choose an item.

School Processes: Choose an item.

Use these guiding questions to discuss the identified data set(s) selected and reflect on your progress towards achieving your desired outcome for the selected primary need.

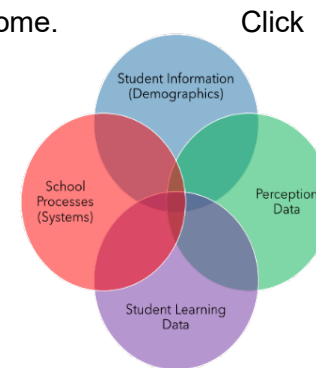
What do you notice and wonder? What patterns did you observe in your data?

What conclusions can you draw from the data?

Is there evidence of progress on achieving your desired outcome?

What IAP strategies/action steps need additional attention to address the selected primary need?

What are your next steps to achieve your desired outcome in your IAP?



	Reporting period 1	Reporting period 2
Selected Primary Need Reflection		

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III. Final Reflection

Looking at all the data sources and reflections from each section above, report on what this tells you about your school’s current reality.

Use these guiding questions:

- How do all of these data sources connect and what are they telling you?
- What are your top priorities as you move forward? What needs additional attention or resources?
- What modifications need to be made to the IAP as a result of this reflection?
- What questions should be explored next or what additional data might you need?

	Reporting period 1	Reporting period 2
Final Reflection		

Quarterly Data Analysis and IAP Reflection Tool – CSI Grad Rate Schools (SY 2022-2023)

LEA:	School:	Classification: CSI Grad Rate
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Overview: The purpose of this Quarterly Data Analysis and IAP Reflection Tool is to give your school team a structured opportunity to review and analyze student data, reflect on Integrated Action Plan goals, strategies, and action steps, and create next steps based on data analysis. The template is broken down into 3 parts.

I. Data Review Process	II. Student Data Sources & Results	III. IAP Review & Data Analysis
<i>How does your team review IAP progress and student data? Who is part of your team? How do you share information with stakeholders?</i>	What student data sets are reviewed? What assessments are administered and to whom? What are the results of the assessments?	What is your theory as to why you achieved the results? What implications does it have on your IAP moving forward? What needs to be done as a result?

Document Submission:




- This document is cumulative for the 2022-2023 School Year and should be updated and added to each quarter. See table below for due dates.
- Email your Quarterly Data Analysis and IAP Reflection directly to your Specialist.

Quarter	Data Source	Due Date
Quarter 1	School-determined	October 28, 2022
Quarter 2	School-determined	January 27, 2023
Quarter 3	School-determined	March 31, 2023
Quarter 4	Must include Statewide Assessment and School-determined measure	June 30, 2023



Directions: Please answer all three questions to describe how your team conducts quarterly data and IAP analyses, how you review data and

implementation information, who participates, and how your team shares results with other stakeholders. This section only needs to be completed for the first submission.

 Describe the data review process your team uses. Please be specific and note how you disaggregate subgroups during your review.	 Who is part of your team's data review process? List roles/names.	 How does your team share results with other appropriate stakeholders?

Directions: Since you are a CSI Grad Rate school, consider reporting on metrics such as credit recovery, on-time graduation projections/estimates, end of course assessments, school or district benchmark assessments and/or other leading indicators that may be in your IAP and aligned to your CSI low graduation rate identification. Please be clear in the data source box as to what data source(s) you are reporting. Fill out your student data information for both ELA and Math in the designated tables below. Next, please identify the reporting measurement of the data you will be reporting (i.e. % Proficient or Above). You may report on more than one measure.

II.A) ELA Data Source Information

	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year State Assessment
Name of Data Source					ACT

II.B) Check the box that describes the reporting measurement the table below represents. Fill in “other” if your data is not represented by the options provided.

- % Proficient or Above
 % Meeting Expectations
 Other [please fill in]

ELA Data by Grade Level (add additional rows if needed)					
Grade	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year State Assessment: ACT

II.D) Math Data Source Information

	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year State Assessment
Name of Data Source					ACT

II.E) Check the box that describes the reporting measurement the table below represents. Fill in “other” if your data is not represented by the options provided.

- % Proficient or Above
 % Meeting Expectations
 Other [please fill in]

Math Data by Grade Level (add additional rows if needed)					
Grade	Quarter #1	Quarter #2	Quarter #3	Quarter #4	End of Year

					State Assessment



Directions: This section has two parts: 1) **IAP Review** and 2) **Data Analysis and Next Steps**. In the IAP Review table, please record the CSI Grad Rate strategies and actions from your IAP that have been implemented as either on track or off track. Then, provide an update on your IAP Process Goals and Impact Goals by listing them in the quarterly boxes and providing a brief update on progress towards the goals. In the Data Analysis and Next Steps table, your team will summarize patterns you saw in the student data and make special note of disaggregated subgroups as applicable. Next, based on those patterns or notable results, you will examine contributing causes at which point your team will consider your IAP Review information. Finally, you will determine your top priorities based on the student-level results of the quarter and identify clear next steps to support those priorities. **If you plan to make any adjustments to your IAP, please contact your Specialist prior to doing so.**

III.A) IAP REVIEW				
	IAP IMPLEMENTATION		IAP GOALS & PROGRESS	
	ON TRACK What IAP strategies and action steps have been implemented or are on track to implement?	NOT ON TRACK What IAP strategies and action steps were <i>not</i> implemented and/or need more attention?	IAP PROCESS GOALS List IAP Process Goals and provide an update on progress towards goals for each quarter.	IAP IMPACT GOALS List IAP Impact Goals and provide an update on progress towards goals for each quarter.
Quarter 1				
Quarter 2				

Quarter 3				
Quarter 4				

III.B) DATA ANALYSIS & NEXT STEPS				
	PATTERNS & TRENDS What patterns did your team observe in the student data? (Be specific. Look at grade level strengths and challenges, teacher trends, content standards, subgroups, etc.)	CONTRIBUTING CAUSES What do you believe contributed to these results that is within your control? Refer to your IAP review of implementation and goals as needed.	PRIORITIZATION Based on your team's analysis of your current outcomes (with regards to student data <i>and</i> other IAP goals), what are your top priorities as you move into the next quarter and why?	NEXT STEPS How will your team support those priorities? What strategies/actions within your current IAP need to be adjusted? What does your team need to do and who will be responsible?
Quarter 1				
Quarter 2				
Quarter 3				

Quarter 4				
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Classroom Walkthrough Support

Below you will find several walkthrough templates aligned to the Comprehensive Needs Assessment. These templates may use during site visit classroom observations. These templates can be altered to meet your school context as needed.

Template #1 In Person Learning

Classroom Observation Form

Grade: Subject: Recorded (R), Online (O), or In Person (IP)	
<p>Classroom Environment High expectations for success, for all students Risk-free environment Evidence of rules, rituals and procedures/routines Calls all students by name Evidence of positive teacher/student relationships Sense of community and belonging</p>	
<p>Purpose for Learning Learning goal posted/stated; aligned to standard Success criteria aligned and understood by students Success criteria/learning goal revisited Teacher sets the purpose for learning/establishes the “why” Teaching and learning is aligned to learning goal</p>	
<p>Student Engagement and Instructional Outcomes Instructional method (DI, small gr., coop. gr., indep, 1:1) Effective use of learning time Engaged/compliant/off task Pacing maintains engagement/smooth transitions Teacher proximity/engaged with students Student to student academic interactions Use of academic language (students and teacher) Uses visuals/graphic organizers Questioning: open ended, higher level, formative</p>	

<p>Appropriate wait time</p> <p>Rigor/DOK level</p> <p>Overt SE methods: annotation, notes, white board, chat box, etc.</p>	
<p>Monitoring and Adjusting</p> <p>Overt monitoring and adjusting/gradual release</p> <p>Elicits evidence of student thinking</p> <p>Affirmation of correct responses</p> <p>Provides targeted, specific feedback</p> <p>Scaffolded practice</p> <p>Differentiation</p> <p>Checks for understanding</p> <p>Assessment (self, informal or formal)</p>	

Misc. Notes:

Template #2 Virtual Learning

	<p>Grade:</p> <p>Subject:</p> <p>Recorded (R), Online (O), or In Person (IP):</p> <p>Asynchronous (A) or Synchronous (S):</p>	
<p>Learning Environment</p>	<p>High expectations for success for all students</p> <p>Use of appropriate netiquette to maintain a risk-free environment</p> <p>Evidence of rules, rituals, procedures, and routines</p> <p>Caring/kindness/respect/diversity demonstrated consistently</p> <p>Instructor uses platform with ease to support tech issues without disruption</p>	
<p>Purpose for Learning</p>	<p>Learning goal is posted/stated, aligned to standard, and understood by students</p> <p>Communicates success criteria throughout the lesson</p> <p>Materials & web resources are aligned to learning goal(s)</p> <p>Instructor provides the purpose for learning/establishes the “why”</p> <p>Content and learning are aligned to the learning goal(s)</p>	

Student Engagement and Instructional Outcome	<p>Instructional method: sync, async, whole/sm gr, 1:1, coop group</p> <p>Learning time for all students is maximized</p> <p>Students are engaged/compliant/off task</p> <p>Appropriate pacing allows time for student thinking and processing</p> <p>Instructor is present, proactive, engaged, interacts</p> <p>Student to student academic interactions</p> <p>Use of academic language (students and instructor)</p> <p>Instructor utilizes appropriate tools and materials to motivate</p> <p>Questioning: open-ended, higher level, formative</p> <p>Rigor/DOK level</p> <p>Instructor can answer and speak with confidence to the content/curriculum/LMS</p> <p>Overt engagement methods: polls, surveys, annotating, chat, Padlet, Jamboard, Peardeck, Nearpod, etc.</p> <p>Accessibility addressed in the materials and delivery</p>	
Monitoring and Adjusting	<p>Overt/intentional monitoring, tracking, and adjusting</p> <p>Meaningful, timely, specific feedback</p> <p>Scaffolded practice opportunities</p> <p>Differentiation</p> <p>Frequent checks for understanding</p> <p>Student learning is assessed in a variety of ways</p> <p>Instructor meets with students sm gr/or 1:1</p> <p>Digital software monitors async work/engagement</p>	

Misc. Notes:

Notes for use with this form:

Accessibility: (including sight, color-blindness, mobility, hearing, cognition, translation, student choice, and technical including assistive technologies)

Student: student interaction(orally, in a chat or discussion board)

Instructor meets with students (Office hours, 1:1 calls or chats, small group instruction)

Methods (i.e., breakout rooms, use of chat, collaborative google docs, etc.).

Tools to motivate: (text, graphics, interactive or competitive games, music, video, etc.)