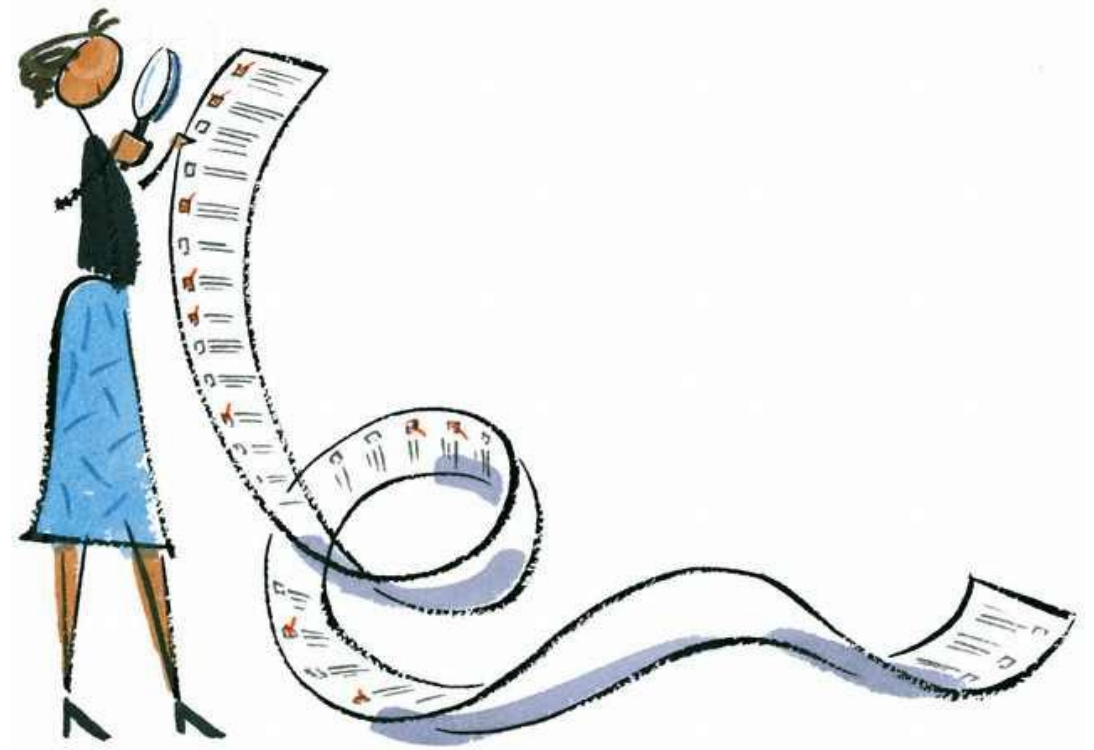




Strengthening Your Planning Teams & C.N.A. Processes

• Session Outline

- Stakeholder Team
- Comprehensive Needs Assessment
- Connections to Grants Management





Assemble the Planning Team



Go to www.menti.com

Code 4725 7509

Required Stakeholders



Arizona Department of Education Federal Programs Stakeholder Groups Quick Reference Guide

Stakeholders	Title I-A Citation: §1112(a)(1)(A), §1112(b)(7-10)	Title II-A Citation: §2102(b)(3)(A) §2102(b)(2)(D)	Title IIIA Citation: §3116(b)(4)(C)	Title IV-A Citation: §4106(c)(1-2)
Teachers	✓	✓	✓	✓
Principals	✓	✓	✓	✓
Other School Leaders	✓	✓	✓	✓
Parents/ family members	✓	✓	✓	✓
Students	x	x	x	✓
Paraprofessionals	✓	✓	x	x
Specialized instructional support personnel	✓	✓	x	✓
Administrators	✓	x	✓	x
Other appropriate school



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ESEA Consolidated Programs

Title I-A

Title I-D

Title II-A

Title IV-A

Title V

ESE Grant Programs

ESE Program Services

Contacts

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ESSA Conference

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[Webinars & Micro-Trainings](#)

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[Resolution of USED 2013-14 Title I Audit Finding](#)

► Planning Tool Navigator- Integrated Action Plan Resources

<https://www.azed.gov/ese>

SIAP-

- [GME IAP Review Checklist](#) *New 7.28.2021*
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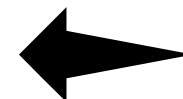


Home / Title I / Planning Tool Navigator: Assemble the School Team

Planning Tool Navigator: Assemble the School Team

Resources:

- [Assemble School Team\(s\) for SIAP](#)
- [ESSA Stakeholders for School Planning Team](#)



Planning Team Micro Training:



School Level Planning Team Members for Title I-A, Title II-A & Title IV-A

 Your Number / 18 = %

Teachers

Community Partners

Principals

Early childhood education programs (where applicable)

Other School Leaders

Institutions of Higher Education

Parents/ family members

Employers (where applicable)

Students

Paraprofessionals

Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)

Specialized instructional support personnel

Administrators

Indian tribes or tribal organizations (where applicable)

Other appropriate school personnel

Charter School Leaders (where applicable)

Other stakeholders/ organizations with relevant experience

Private Schools

List the stakeholders who participate in the CNA/RCA and IAP planning process.

Name
* <input type="text"/>
* <input type="text"/>
* <input type="text"/>
* <input type="text"/>
* <input type="text"/>
* <input type="text"/>
* <input type="text"/>

School Level Planning Team Members for Title I-A, Title II-A & Title IV-A

7 / 18 = 39 %

- Teachers
- Principals
- Other School Leaders
- Parents/ family members
- Students
- Paraprofessionals
- Specialized instructional support personnel
- Administrators
- Other appropriate school personnel
- Charter School Leaders (where applicable)
- Private Schools

- Community Partners
- Early childhood education programs (where applicable)
- Institutions of Higher Education
- Employers (where applicable)
- Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)
- Indian tribes or tribal organizations (where applicable)
- Other stakeholders/ organizations with relevant experience

Administrator - Local	▼
ent	▼
iculum Coordinator	▼
uctional Coach	▼
her	▼
lent	▼
community Member	▼
Administrator - District	▼



School Level Planning Team Members for Title I-A, Title II-A & Title IV-A

 Your Number / 18 = %

Teachers

Principals

Other School Leaders

Parents/ family members

Students

Paraprofessionals

Specialized instructional support personnel

Administrators

Other appropriate school personnel

Charter School Leaders (where applicable)

Private Schools

Community Partners

Early childhood education programs (where applicable)

Institutions of Higher Education

Employers (where applicable)

Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)

Indian tribes or tribal organizations (where applicable)

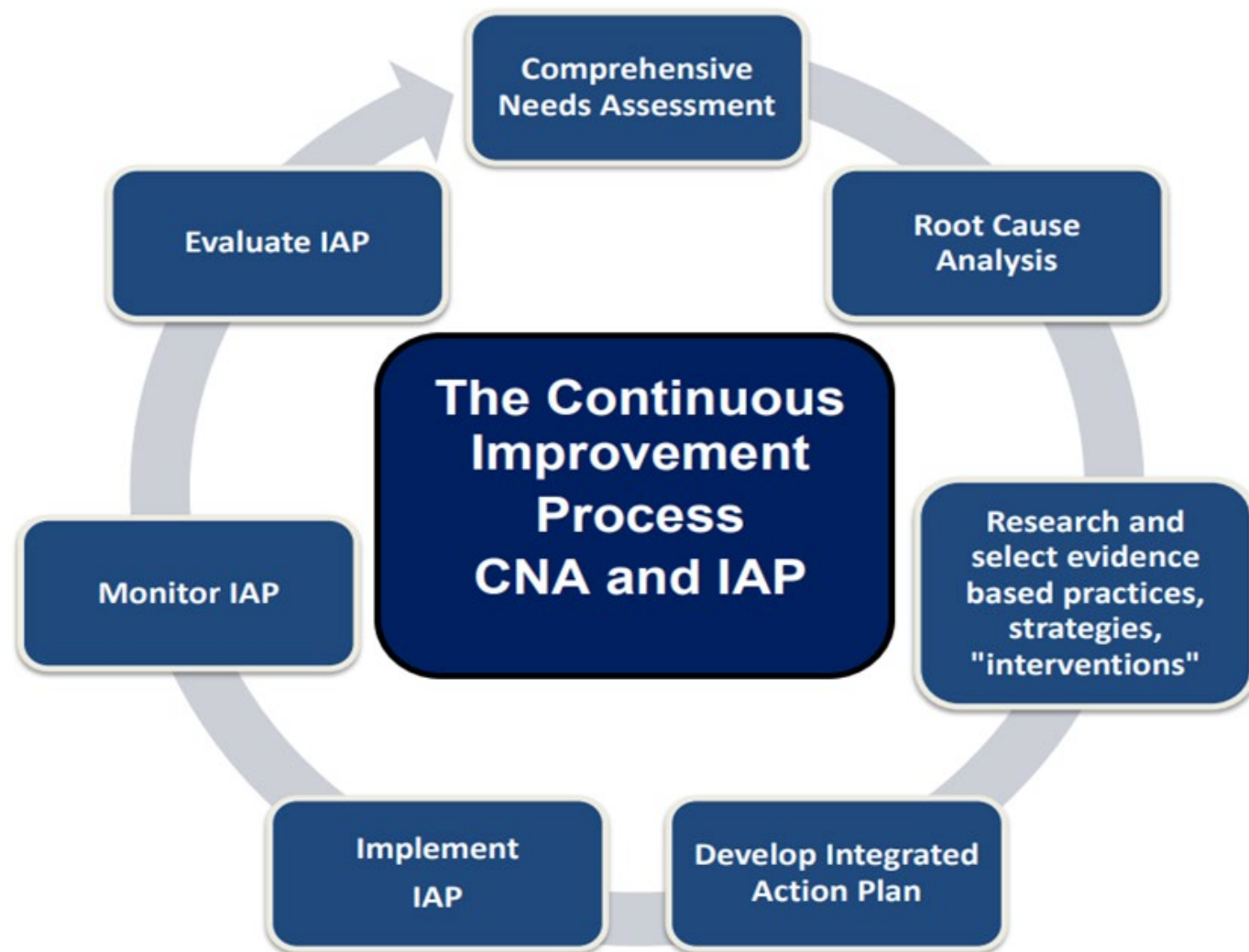
Other stakeholders/ organizations with relevant experience

Discussion and Reflection

1. What strengths, weaknesses do you see with your stakeholder teams?
2. Where are your opportunities?
3. Did you have any “AHA!” moments about stakeholder teams?
4. Why do you think ESSA emphasizes stakeholder involvement?

Comprehensive Needs Assessment





• CNA – 6 Principles



Determine Your Process

Community Meeting

- Time Efficient
- Con: Opinion Based

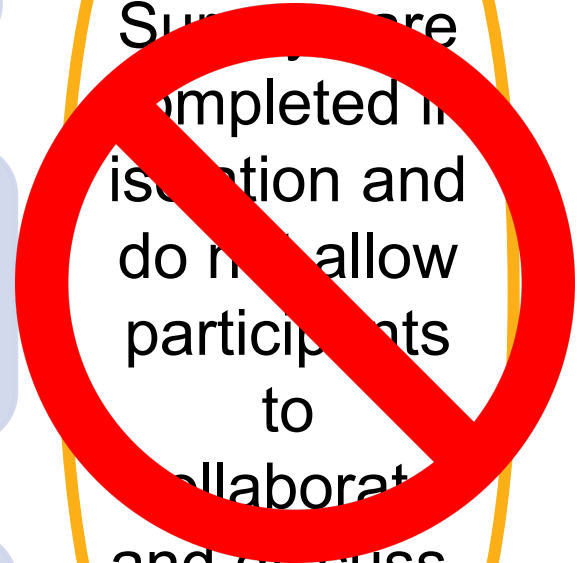
Teams

- Evidence Based
- Con: Work Intensive

Consensus

- Ensures Everyone Has Their Say
- Con: Coordination Intensive

Summaries are completed in consultation and do not allow participants to collaborate and discuss.





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Home / Educator & School Excellence / Planning Tool Navigator: Comprehensive Needs Assessment Resources

Planning Tool Navigator: Comprehensive Needs Assessment Resources



Resources:

- [CNA Glossary PDF](#)
- [Comprehensive Needs Assessments Rubric](#)
- [CNA/Root Cause Analysis/Resources PDF](#)
- [SIAP CNA](#)

Principle Format

- **Principle** – Definition
 - *Indicator*
 - *Output*
 - **Element**
 - Corresponding Response Statements

→ **Principle 1** Effective Leadership Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

- **Indicator 1.3** Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.
- **Output:** Students believe that the school environment is psychologically, physically, and academically safe.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
→ Element A Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	The leadership does not identify minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies sufficient resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies multiple resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment
→ Element B Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?	Maintenance is severely lacking and there are safety concerns	Maintenance of school buildings, equipment, and furnishings are lacking	Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them	All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them
→ Element C Are the school safety and emergency preparedness plans current, disseminated to all, subject to regular review and amendment, and practiced regularly?	There are no safety plans	The school safety and emergency preparedness plans are not current, disseminated, or subject to regular review and amendment, or practiced	The school safety and emergency preparedness plans are current and disseminated, but are not reviewed regularly and/or practiced	The school safety and emergency preparedness plans are current, disseminated to all, subject to regular review and amendment, and practiced regularly

ADE Provided Possible Evidence

1.3

Procedures and plans relative to emergency preparedness,

Site audit of facilities, equipment, furniture and resources

School wide MTSS plan

Behavioral referral data

17

Open your Rubric

A-E = Pages 17-19

F-K = Pages 34-37 & 44-45

L-Q = Pages 54-56 & 66- 67

R-Z = Pages 75-77



- Interesting!
- I never thought of that!
- I can use that!

GME Planning



Grants Management Enterprise GME

[GME Home](#)[Administer](#)[Search](#)[Reports](#)[Inbox](#)[Entity Information](#)[Planning](#)[Monitoring](#)[Funding](#)[Reimbursement Requests](#)[Project Summary](#)[LEA Document Library](#)[Address Book](#)[Contact ADE](#)[Grants Management
Resource Library](#)[Help](#)[GME Sign Out](#)

Sections

District - FY 2020 - **Low Risk** - ESEA Consolidated - Rev 2

Application Status: LEA Authorized Representative Approved

Change Status To: [SEA ESEA Consolidated Program Specialist Approved](#)
or
[SEA ESEA Consolidated Program Specialist Not Approved](#)

[View ADE History Log](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

☐ **History Log**

[History Log](#)

[Create Comment](#)

☐ **Allocations**

[Allocations](#)

☐ **Private Schools**

[Administration](#)

☐ **Title I LEA**

[FFATA & GSA Verification](#)





Grants Management Enterprise

GME

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Reports

Inbox ▶

Entity Information

Planning ▶

Monitoring ▶

Funding ▶

Reimbursement Requests

Project Summary

LEA Document Library

LEA and School Planning

Public District - FY 2021 - Low Risk

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

2021 ▼

Active ▼

LEA Integrated Action Plan (LIAP)

- LEA Integrated Action Plan (LIAP)

School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)


- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)






Menu in GME

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 GME Sign Out

LIAP

LEA Integrated Action Plan (LIAP) Sections






Description ([View Sections Only](#) [View All Pages](#))

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

SIAP

School Integrated Action Plan (SIAP) Sections

Description ([View Sections Only](#) [View All Pages](#))

All
 History Log
History Log
Create Comment
 School Planning Team
School Planning Team (REQUIRED)
 Comprehensive Needs Assessment
Principles 1-6 (REQUIRED)
Data Analysis Assurance
Final Summary (REQUIRED)
 Integrated Action Plan
Principles, Strategies and Action Steps (REQUIRED)
 Related Documents
Related Documents
All

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicator 1.3 - Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.

Indicator Average Score: 3.00

Ideal Output: Students believe that the school environment is psychologically, physically, and academically safe.

Elements:

Element	Response
A. Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	<div><div><input type="radio"/> No</div><div><input type="radio"/> The leadership identifies minimal resources</div><div><input type="radio"/> Yes, the leadership identifies sufficient resources</div><div><input checked="" type="radio"/> Yes, the leadership identifies multiple resources</div></div>
B. Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?	<div><div><input type="radio"/> No, severely lacking and there are safety concerns</div><div><input type="radio"/> Some are lacking</div><div><input type="radio"/> Yes, most</div><div><input checked="" type="radio"/> Yes, all</div></div>
C. Are the school safety and emergency preparedness plans current, disseminated to all, and subject to regular review and amendment, and practiced regularly?	<div><div><input type="radio"/> No safety plans</div><div><input type="radio"/> No, plans are not current, disseminated, or subject to regular review and amendment, or practiced</div><div><input type="radio"/> Yes, plans are current and disseminated, but are not reviewed regularly and/or practiced</div><div><input checked="" type="radio"/> Yes</div></div>

GME Location for Evidence

Possible Evidence:

- ☒ Procedures and plans relative to emergency preparedness
- ☒ Site audit of facilities, equipment, furniture and resources
- ☒ School wide MTSS plan
- ☐ Behavioral referral data

Comments and Notes:

Safety and reopening plans, Comprehensive Emergency Response Plans vetted by Director of Safety Service. ERP Training and response plan practiced and roles updated and reviewed annually and practiced regularly.

211 of 2000 characters

Principle 1 - Effective Leadership	Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.	Principle Average Score: 2.41
Indicator 1.1 -Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.		Indicator Average Score: 2.75
Indicator 1.2 -Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students, focusing on the whole child within a respectful, professional learning community for all staff.		Indicator Average Score: 2.00
Indicator 1.3 -Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.		Indicator Average Score: 3.00
Indicator 1.4 -Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.		Indicator Average Score: 2.40
Indicator 1.5 -Our leadership implements a system of academic and fiscal accountability to ensure every student's success.		Indicator Average Score: 1.88
Indicator 1.6 -Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.		Indicator Average Score: 2.67
Indicator 1.7 -Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.		Indicator Average Score: 2.00
Indicator 1.8 -Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.		Indicator Average Score: 3.00
Indicator 1.9 -Our leadership commits to drive continuous improvement.		Indicator Average Score: 2.00

***Based on trends and patterns, identify possible primary needs for Principle 1 - Effective Leadership:**

Based on the findings for this indicator, we believe that more real time assessment needs to be available for ALL stakeholders in our school community.



Select Your Top 3 Primary Needs

- Are there entire principles that are low scoring?
- Are there common indicators that are low scoring?
- How often does this issue occur year after year?
- Is this an issue across grade levels, student subgroups or school settings?
- Does this issue consume high levels of energy, time, and resources?
- Does this issue seem to be a recurring concern even after an initial improvement phase?
- What will be the most impactful issue to focus on?



Linking Indicators Across Principles

High expectations 1.2, 2.1, 5.1

Collaboration 1.4, 1.2, 2.4, 2.7, 3.4, 3.5, 5.2, 6.1, 6.2, 6.3

School health and safety 1.3, 4.1, 5.3, 5.4, 5.5

Professional learning 1.2, 2.6, 3.4, 4.5, 5.3

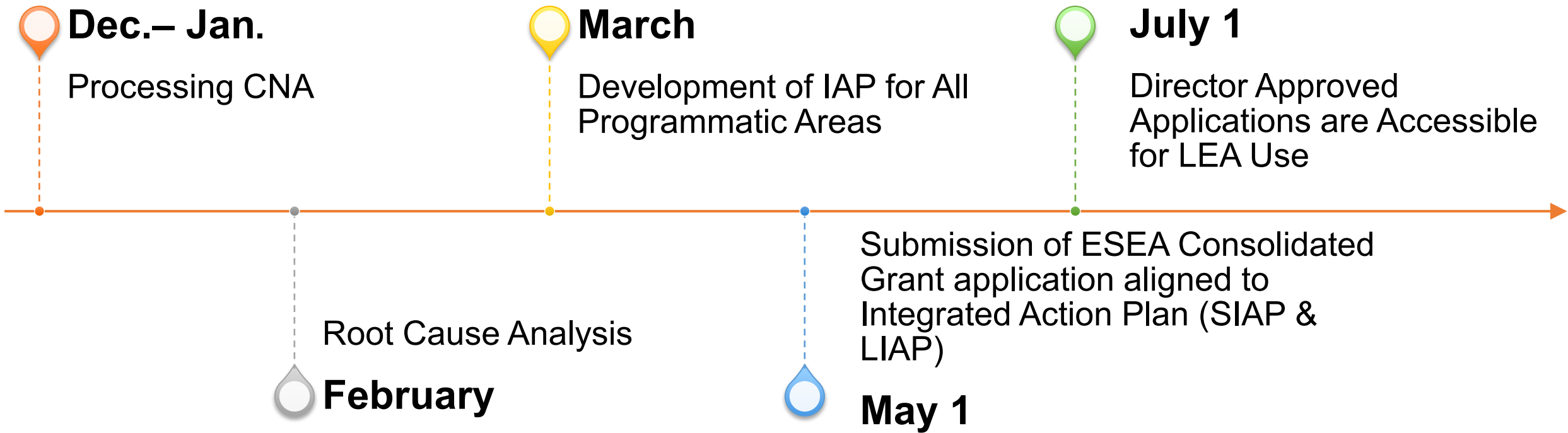
Use of data 1.2, 1.4, 1.5, 1.9, 2.1, 2.5, 2.7, 3.5, 4.5, 6.3

Subgroups 1.2, 2.5, 3.2, 3.5, 4.4

Social emotional learning and development 1.1, 1.2, 1.3, 1.5, 2.2, 2.6, 3.2, 4.3, 4.4, 4.5, 5.2, 5.5, 6.1, 6.2

Equity 1.1, 1.4, 1.8, 2.3, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.2

Sample Timeline for Annual Planning





Questions?

Resources

- ✓ Stakeholder Requirements
- ✓ Facilitating Effective Conversations
- ✓ Toolkit for Building a Culture of Data Use
- ✓ CNA Rubric



- ✓ Planning Tool Navigator | Arizona Department of Education (azed.gov)
- ✓ Support & Improvement: Professional Learning | Arizona Department of Education (azed.gov)
- ✓ Comprehensive Needs Assessment Integrated Action Plan Resources (azed.gov)

Feedback for ADE

Padlet Link: <https://padlet.com/angiemadsen/8yrjnmxm18ohbf0a>



1. Please provide feedback on the tools, resources, and support for CNA processes.
 - Which tools are most helpful?
 - Any suggestions for additional tools/ support?
2. Please provide feedback related to your use in transferring CNA information into GME.
 - What do you like best/ dislike?
 - What would make your life better?
3. Any additional feedback related to today's session.