



FY24 CNA RCA IAP Guidance

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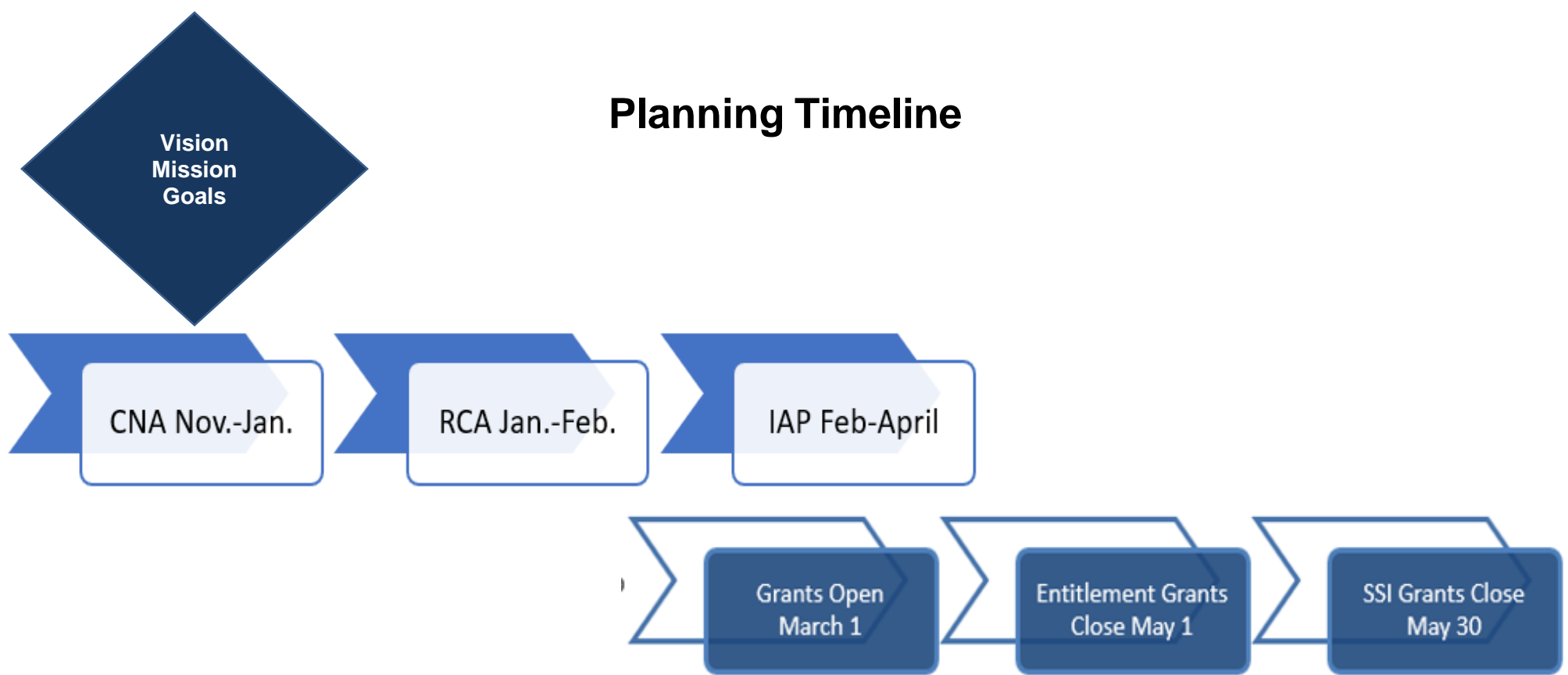
Planning is
bringing the future
into the present

so that you can
do something about it *now*.

-Alan Lakein

tealeaf.com

Planning Timeline

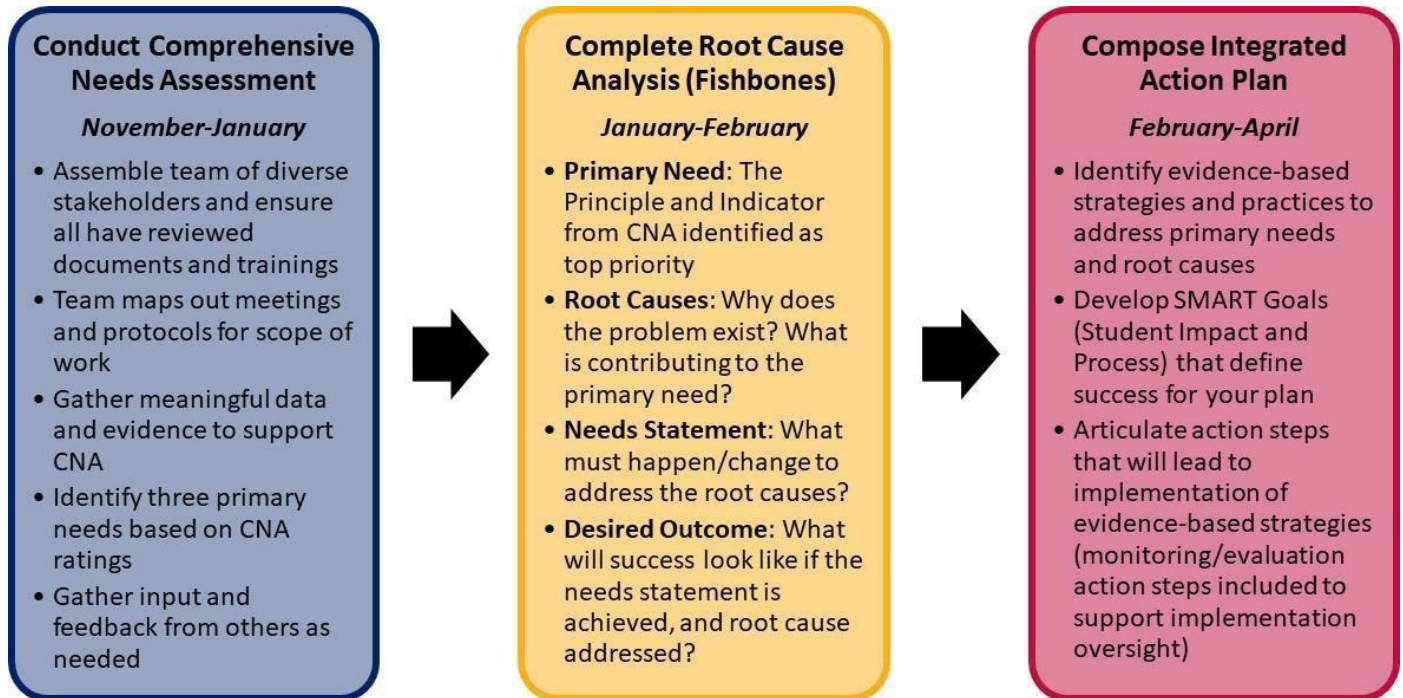


Quality Continuous Improvement Planning

- **Vision, Mission, Goals**
- **Gather and analyze data from multiple sources (CNA, RCA)**
- **Single action plan to vision (IAP)**
- **Budget grant funding to match action plan (alignment)**

FY24 CNA, RCA, IAP Timeline & Checklist

FY24 Planning Process & Timeline At-A-Glance



Detailed Checklist of Planning Process

Pre-Planning

- ☐ Ensure School and LEA contact forms have been completed at www.azed.gov/improvement (for CSI and TSI schools)
- ☐ Ensure Principal/school leader has access to the GME Planning Tool.
- ☐ Assemble planning team with various stakeholders/staff members to do CNA, RCA and IAP.
- ☐ Watch training modules, read guidance documents, and distribute necessary materials to the team members.
- ☐ Establish a timeline with meeting dates to guide the completion of the team's tasks ahead (option to use the form in appendix pg.187).

Comprehensive Needs Assessment (CNA)

- ☐ Team reviews CNA in entirety and uses data and evidence to rate each Indicator.
- ☐ Team has identified Principles and Indicators with lowest scores in order to prioritize 3-4 Primary Needs. **These will be used for the Root Cause Analysis.**
- ☐ Indicator ratings are entered into GME. *[Planning > SIAP > CNA > Principles 1-6 (REQUIRED)]*
- ☐ Complete CNA Data Assurances in **Data Tab** in GME. *[Planning > SIAP > CNA > Data Analysis Assurance (REQUIRED)]*

Root Cause Analysis (RCA)

- ☐ Team completed a Fishbone Diagram (Root Cause Analysis) for each of the identified primary needs from the CNA (must have 3). Use 5 Whys, as necessary
- ☐ Every fishbone includes:

- **(Head) Primary Need:** Principle and Indicator from CNA that has been determined as a top priority and is a low score/undesirable outcome. Should be stated as a problem and phrased in a negative (i.e. “2.4 Our teachers do not implement evidence-based, rigorous instruction...”)
 - **(Bones) Root Causes:** The most influential contributing factors that are causing the undesired outcome/need. These should be categorized and answer “Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem? What is in the way? What is the barrier?”
 - **Overall Root Cause:** The synthesis of the most powerful root cause(s) that the team will work to correct in the future; if eliminated, need/problem would no longer exist,
 - **(Tail) Need Statement:** Summary of what needs to change to fix the overall root cause. At a high level, what does the team believe needs to happen in order to correct the overall root cause and address the undesired primary need?
 - **Desired Outcome:** Determine what success looks like if the need statement is achieved and the root cause is eliminated. What will be true if you accomplish what is articulated in the need statement?
- ☐ **Subgroups** must be considered and clearly represented in the root cause analysis by either embedding within the root causes/categories or by creating a separate fishbone just for that subgroup need. **(Required for aTSI and TSI Schools)**
- ☐ Fishbone documents are uploaded into GME. *[Planning > SIAP > CNA > Root Cause Analysis (REQUIRED)]*
- ☐ Final CNA Summary entered in GME. *[Planning > SIAP > IAP > Final Summary (REQUIRED)]*

Evidence-Based Strategies and Practices

- ☐ Team researches evidence-based practices, strategies , programs and interventions that address identified root cause for each primary need.
- ☐ Team selects evidence-based strategies and practices that will address the root cause and support the achievement of the desired outcomes. For school improvement. the strategies you have selected must be in classified in one of the top three tiers: *Strong, Moderate, Promising*. (Other Title programs can use Tier 4 as well)
- ☐ Complete and upload Evidence-Based Summary form(s) for each grant-funded strategy, intervention, program, or practice. **(Required for CSI and TSI Grant Applicants)** *[Funding Application > (select grant) > Related Documents]*

SMART Goals

- ☐ Team has developed required student impact SMART goals based on your school/district’s classification(s) and appropriate process goals for implementation. (See chart below for reference.)
- ☐ SMART Goals include the necessary components:
 - **S- Specific:** Focused, tangible outcome, clear/defined
 - **M- Measurable:** Clearly names how success will be measured, ability to track progress
 - **A- Attainable:** Ambitious and feasible, motivating, within your control/influence
 - **R- Relevant:** Aligned to needs/values/vision, meaningful based on objectives
 - **T- Time-Based:** Target date is named, urgency established, realistic timeframe
- ☐ Team has revisited the evidence-based strategies and practices to ensure that the strategies that were originally determined will accomplish the goals that have been set. Adjust as needed.
- ☐ SMART goals entered in GME. *[Planning > SIAP > IAP > Final Summary (REQUIRED)]*

Required Student Impact SMART Goals by Classification

Classification Type of School	Process Goals - systems/processes/ strategies to eliminate root cause					
		ELA	Math	ACT	Grad Rate	Subgroups
CSI-Low Achievement-EI/MS	X	X	X			
CSI-Low Achievement-HS	X	X	X	X		
CSI-Low grad rate	X				X	
aTSI/TSI EI/MS	X	X	X			X
aTSI/TSI HS	X	X	X	X		X

*ACT could fulfill ELA/Math goals because it measures English, mathematics, reading, and writing.

**Title I TSI requires ELA and Math which can include subgroup goals.

Integrated Action Planning

Complete the following steps in GME: *[Planning > SIAP > IAP > Principles, Strategies, Action Steps (REQUIRED)]*

- ☐ A principle summary box has been completed for each primary need in GME with the following requirements:
 - Primary Need
- ☐ Evidence-Based Strategies that address identified root cause for each primary need.
- ☐ Strategies are entered in the IAP in GME.
 - Add a strategy by clicking on the “Create Strategy” tab and then fill in the title and description of the strategy.
- ☐ Action Steps that will lead to the implementation of evidence-based strategies are entered in the IAP in GME and include the title, description, person responsible, and timeline.
- ☐ Monitoring and Evaluation Action Steps are listed under each strategy.
 - Monitoring action steps should answer “How will we monitor implementation of this strategy? What evidence will we collect and when?”
 - Evaluation action steps should answer “How will we know what we have implemented is effective? How will we measure the student impact of this strategy? What evidence will we collect and when?”
- ☐ Applicable program tags have been applied to all action steps associated with school improvement classifications and/or grants.
 - **School Improvement Program Tags:** CSI and TSI

***For non-Title I Schools (SSI ONLY):** We highly recommend that you use GME by requesting to be added. If for some reason this is not possible, confer with your assigned specialist.

QUALITY PLANNING

“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world” Joel A. Barker



Continuous Improvement

Continuous improvement is an iterative process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of changes occur in ways that cumulatively affect multiple dimensions of a school system. There is a sense of coherence resulting from intentional planning.

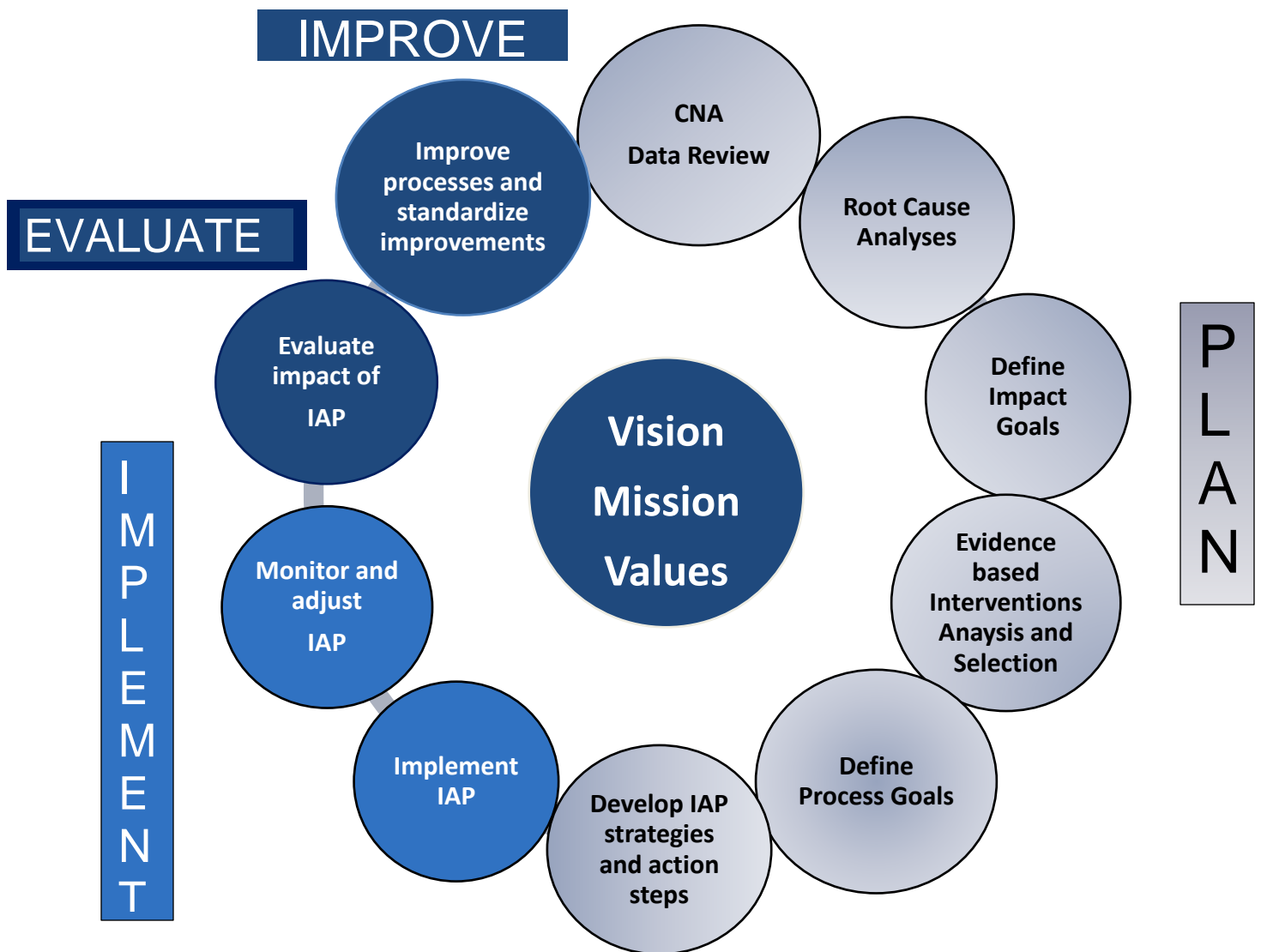
The concept of continuous improvement also recognizes that improving school effectiveness is not only highly complex, but it entails unforeseen challenges and complications that require a sustained commitment to ongoing improvements.

Continuous improvement is the process of using data to continually improve all aspects of the learning organization. Major components of continuous school improvement encompass creating, reviewing, or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision, selecting evidence-based strategies, implementing the action steps; and gathering data to measure the impact.

Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time.

Continuous improvement must build leader and staff capacity. The improvement cycle includes ongoing data collection from multiple sources that helps educators monitor progress and make adjustments in real time.

Continuous Improvement



Based on *Data analysis for Continuous Improvement* by V.L. Bernhardt

CONTINUOUS IMPROVEMENT AND EVALUATION

“Continuous improvement causes us to think about upstream process improvement; not downstream damage control.” Teams & Tools



Using data to improve all aspects of the learning organization:

- Align elements to the vision
- Systems thinking
- Next steps
- Evaluate all parts of the system

Continuously improving schools use data to:

- Clarify whom they have as students
- Create a vision that will make a difference for their students
- Create urgency
- Understand where the learning organization is right now on all measures.
- Consider processes, as well as results.
- Help everyone get on the same page, understanding how to achieve the vision.
- Know if what the learning organization is doing is making a difference.

What Is a Needs Assessment?



A needs assessment is a systematic set of procedures that are used to gather data to determine needs, identify their root causes, and set priorities for future action. A needs assessment leads to action that will eliminate root causes and improve systems, services, processes, and operations.

A needs assessment:

- Requires an inclusive team approach
- Requires gathering and analyzing data from multiple data sources
- Informs identification of primary needs, root causes, need statements and desired outcomes
- Creates cohesion through the alignment of vision with greatest needs, root causes, and possible solutions.
- Identifies what's working, what's not, and what's needed
- Correlates qualitative and quantitative data

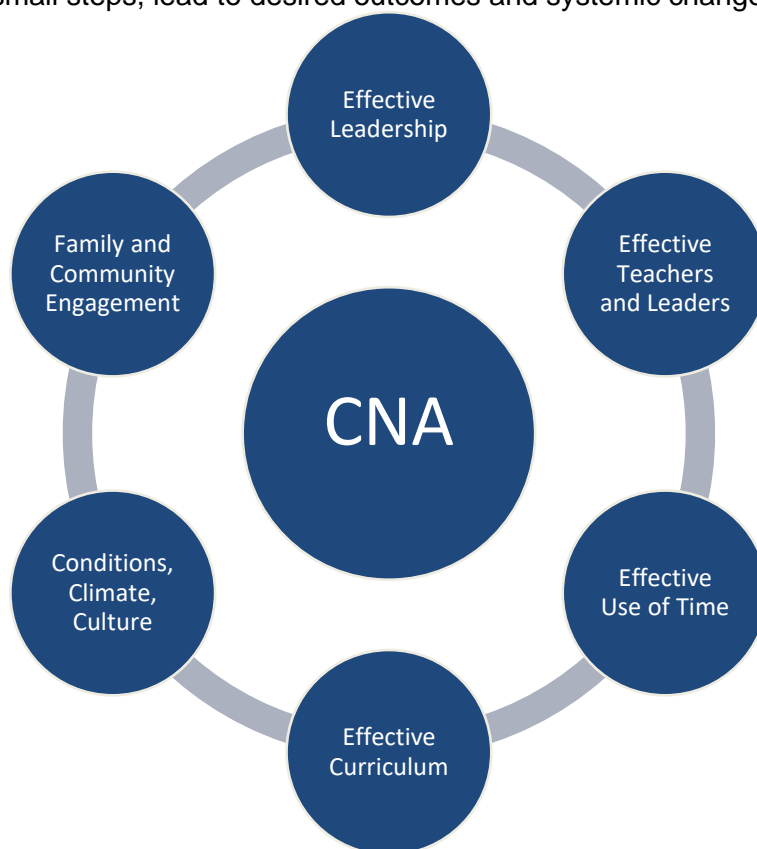
Arizona Comprehensive Needs Assessment (CNA)

The CNA is required by ADE annually. It is designed to inform need statements, identify root causes, desired outcomes, goals, strategies, and action steps for the Title I, II, III, IV and School Improvement programs. Use of these data from multiple sources is encouraged to inform all LEA and school programmatic and budget planning.

The CNA will guide the process of evidence-based decision making in schools and LEAs to drive continuous improvement and significantly impact student achievement.

The CNA reflects the school's current state. Acknowledging that current state honestly and transparently, based on evidence, is essential. It is not about a comparison between or among schools. It is about identifying strengths, needs and desired outcomes specific to individual schools and their context. The CNA allows schools to identify the greatest needs, determine root causes, and identify solutions.

A limited number of well-defined desired outcomes and/or goals are a common feature of successful school and LEA improvement plans. These desired outcomes with goals, strategies and actions steps, help focus a school's work by setting a target for improved student learning and achievement through systems, processes and programs that impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement increase. Carefully chosen foundational small steps, lead to desired outcomes and systemic change over time.



Remember: The CNA is **not** a test; it is **not** an evaluation of good or bad. It **is** about knowing where you areas a school in relation to research-based exemplars of effective school systems, to improve and be the best school possible in your context.

Principles, Indicators and Elements

The Principles, with the Indicators and Elements, describe an effective school system. Originally researched and developed collaboratively by a team from multiple ADE program areas and representatives from schools and LEAs from across state, this self-reflective process required for continuous improvement is based on current educational research and evidence-based best practice.

The Principles, Indicators and Elements describe criteria applicable to all schools, no matter their size, student population, philosophy, or location. Schools use the Principles, Indicators and Elements to identify primary needs when addressed and resolved result in increased student achievement and strengthened school systems leading to sustainable improvement.

Principle 1: Effective Leadership

Principle 2: Effective Teachers and Instruction

Principle 3: Effective Organization of Time

Principle 4: Effective Curriculum

Principle 5: Conditions, Climate and Culture

Principle 6: Family and Community Engagement

Completing the Comprehensive Needs Assessment Team Process Involving All Stakeholders

Leadership Team: Establish/Convene the Comprehensive Needs Assessment Team

A powerful, enthusiastic team from across the organization and community is essential to transform an organization. Deciding who should take part in the process is crucial. Diversity and inclusion is key. Building the momentum for change requires strong leadership and visible support from key people. Working as a team helps create momentum and build the sense of urgency in relation to the need for change. Representation of different perspectives is vital in this process.

The Leadership Team facilitates the process with the larger CNA team.

All staff members and stakeholders work together to complete the CNA process, gathering and analyzing data, discussing ratings, and coming to consensus on individual elements. They plan and facilitate the process itself, ensuring inclusive involvement and representation that will lead to sustainable systemic change.

- Include stakeholders representing all parts of the system, principal, other administrative staff, teachers, paraprofessionals, school office staff, parents, families, community members, and students
 - Stakeholders are those individuals with valuable experiences and perspective who provide the team with important input, feedback, and guidance and represent all factions of the school community.

CNA Meetings-Overview of larger CNA Team tasks:

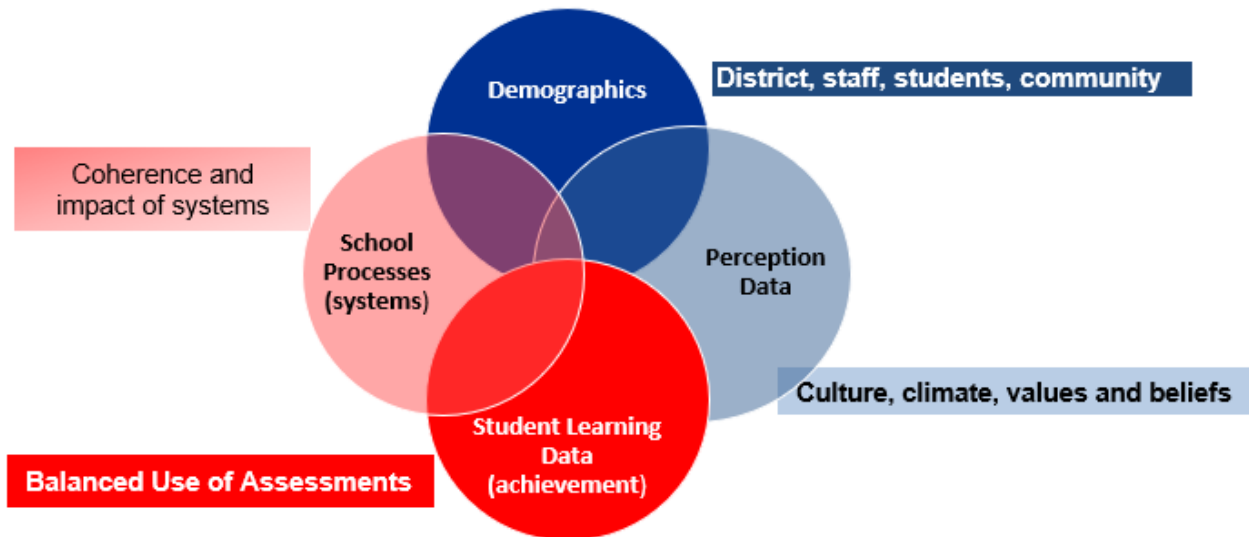
1. **Establish a facilitator** to ensure that all CNA Completion Team members' voices are heard and all possible thoughts and theories from the group are considered before coming to an agreement of a specific CNA Element descriptor that matches the school's current state.
2. Establish group norms
3. Discuss the school vision and mission to ground the work
4. Establish roles and responsibilities
5. Decide how you will divide the work (depending on school size)
 - a. You might assign a principle to grade level teams or cross grade level teams

- b. Might assign smaller teams by principles
6. Establish task assignments and timeline

CNA Data Collection, and Analysis (multiple meetings)

1. **Use** CNA with Full Rubrics to discuss the data needed for each Principle and indicator
 - What data sources do you have?
 - Do you need other data?
 - Take time to gather data
2. Analyze data
3. **Discuss, discuss, discuss**...the power is in the group discussion from different lenses and perspectives
4. Based on data analysis, select the element descriptors that best match your school for all six principles' indicators and their elements
5. Reach consensus on each element's rating

Four Types of Data to Consider



Dr. Victoria Bernhardt is the author or coauthor of numerous books which focus on continuous school improvement cycles and school-wide data practices. In her work, she emphasizes that in order to truly understand the health and performance of your school and district, you must consider multiple measures of data.

- Demographics-Who are we?
 - What information do we have about the students who are enrolled in the school and the community and families we serve; who are our staff? What is important to know about our community? Demographic data are used to disaggregate other data sets.
 - Examples of demographic data: enrollment, behavior/discipline, attendance, dropout rates, graduation rates, language proficiency, students with disabilities, poverty indicators, ethnicity, gender, grade levels.
- Perception Data- How do we do business? Culture, climate, values and beliefs
 - Measure stakeholders' perceptions of the learning community—because perception does shape reality
 - How satisfied are families, students, and/or staff with the learning environment and school?
 - Perception data is most reliably measured by surveys, focus groups, observations or interviews. Some anecdotal observations can be considered but it's important to note that our observations are our OWN perceptions and may vary from our stakeholders. Going directly to the source is

important for eliminating assumptions and biases.

- Student Learning-What are we teaching? What are our students learning? How are our students doing? Who needs extra help?
 - How do we know when students are learning and growing academically?
 - Use of a balanced assessment framework including, universal screeners, diagnostics, classroom assessments, progress monitoring, end of unit/course/year assessments.
 - Successful course completion.
- School Processes and Systems- What are our systems and processes? How do we to ensure alignment and coherence?
 - How successful are the systems and programs that are being implemented at your school? The thing to note here is that in order to have “data” in this category, you need to **measure the impact and effectiveness** of the programs, not just the implementation
 - Curriculum
 - Instruction (UDL)
 - Assessment
 - Programs/processes (MTSS)

Looking at data intersections tells us more.

TWO-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning	<i>If groups of students perform differently on student learning measures.</i>
Demographics by Perceptions	<i>If groups of students are experiencing school differently.</i>
Demographics by School Processes	<i>If all groups of students are represented in the different programs and processes offered by the school.</i>
Student Learning by Perceptions	<i>If student perceptions of the learning environment have an impact on their learning results.</i>
Perceptions by School Processes	<i>If students are perceiving programs and processes differently.</i>

THREE-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions	<i>The impact demographic factors and attitudes about the learning environment have on student learning.</i>
Demographics by Student Learning by School Processes	<i>What processes or programs work best for different groups of students measured by student learning results.</i>
Demographics by Perceptions by School Processes	<i>What programs or processes different students like best, or the impact different programs or processes have on student attitudes.</i>
Student Learning by Student Processes by Perceptions	<i>The relationship between the processes students prefer and learning results.</i>

FOUR-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions by School Processes	<i>What processes or programs have the greatest impact on different groups of students' learning, according to student perceptions, and as measured by student learning results.</i>
--	--

¹ Ref: Multiple Measures of data- Victoria Bernhardt-
https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf

Asking the Right Questions Using Multiple Categories of Data

One category

- What is the current attendance rate? (*Demographics*)
- What is the student proficiency rate in mathematics on the state test? (*Student Learning*)
- What are parent, student, and staff opinions of the learning environment? (*Perception*)
- How many students are enrolled in remediation programs? (*School Systems*)

One category – longitudinal (Always consider this when asking multiple category data questions)

- Is our attendance rate improving over time? (*Demographics -improvement over time*)
- Have student scores on standardized tests changed during the past several years? (*Student Learning - change over several years*)
- How have parent, student, and teacher perceptions of the learning environment changed? (*Perception - change over time*)
- Is student enrollment in remediation programs declining? (*School Systems - declining over time*)

Two Categories

- Does high absenteeism cause lower grades? (*Demographics/Student Learning*)
- Do students with positive attitudes score higher on benchmarks? (*Perception/Student Learning*)
- Do remediation programs increase student achievement on standardized achievement tests? (*School Systems/Student Learning*)
- Do ELL students perform lower than non-ELL students on district benchmarks? (*Demographics/Student Learning*)
- Is there a difference in student perceptions of the learning environment and gender? (*Perception/Demographics*)

Three Categories

- Do ELL students make greater growth on state assessments with certain teachers? (*Demographics/Student Learning/School Systems*)
- Do different ethnicities perceive the learning environment differently, and do they score differently on standardized achievement tests consistent with these perceptions? (*Demographics/Perception/Student Learning*)
- Which reading program makes the most significant impact on achievement for struggling students, and is one population of students finding greater success on benchmarks when enrolled in the program? (*School Systems/Student Learning/Demographics*)

Four Categories

- Are there differences in benchmark achievement scores for 5th-grade girls and boys who have positive perceptions of their teacher? (*Student Learning/Demographics/Perception /School Systems*)
- Did exceptional education students in inclusion classes, with a positive perception of their school, make greater growth than their peers with positive perceptions in self-contained classes on statewide assessments? (*Demographics/School Systems/Perception/Student Learning*)

Ask:

In what area does your school collect the most data consistently? What areas do you need to look at and increase data sources?

Data Inventory

- What do we measure the *most* and does that align with our vision, mission, values, and top priorities?
- Are there any data redundancies? If so, in what areas? How might you reduce those redundancies?
- Are there any gaps in data that need to be addressed based on our priorities? If so, how might you address those gaps?

Data Leadership

- Challenge current processes with data
- Inspire a shared vision
- Enable others to act
- Model the way
- Encourage the heart

Leading and Lagging Data Guiding questions

Gathering data:

1. What data do we currently collect that is relevant to the CNA indicators and elements?
2. What additional data is needed or can contribute as evidence?
3. Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
4. Which data points do you feel are the most meaningful and useful?
5. What, if any, additional data is needed?

Leading indicator Data

Leading indicators are formative, prioritize key areas that are particularly helpful in assessing progress toward goals and make mid-course corrections.

Demographic Data Guiding Questions

- How do student outcomes differ by demographics and programs?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?

Dropout Rate Guiding Questions

- Are there significant differences in dropout rates among subgroups?
 - Are there any trends? Who? When?

Student Attendance Rate

- Have there been changes in the attendance rate overtime?
- Are there trends among subgroups or grade levels?

Discipline Incidents Guiding Questions

- Have there been changes in the discipline incidents rate overtime?
- Have there been changes in the types of discipline incidents overtime?
- Are there trends among subgroups, grade levels or teachers?

Truancy

- Have there been changes in the truancy rate overtime?
- Are there trends among subgroups or grade levels?

Teacher Attendance Rate

- Are there any overall trends?
- Do the trends correlate with achievement data?

Other Possible Leading Indicators (to collect data on)

- Formative Assessments
- Early Reading Proficiency
- Enrollment in Pre-Algebra and Algebra
- Over-Age/Under-Credited Students
- Student Attendance and Suspensions
- Special Education Enrollment
- Student Engagement
- Principal Quality

Lagging/Achievement Indicator data

Lagging indicators are summative, longer-term outcomes that enable us to reflect on the impact of a strategy.

End of Year Achievement Data Guiding Questions Student Achievement

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
- Are there trends among subgroups?
- Are there trends among grade levels?
- Are there teacher specific trends?
- Are there trends relative to ELA or Mathematics?

Percentage of Limited English Proficient Students Who Attain English Language Proficiency

- Are there trends among grade levels?
- Are there teacher specific trends?
- Have there been changes in the proficiency rates overtime?

Graduation rate

- What processes are in place to support practices that positively affect graduation outcomes? What gaps exist in outcomes among student subgroups?
- Have there been changes in the graduation rates over time? 4-year cohort? 5-year cohort? 6-year cohort?

Remember, it is **THE PROCESS** to determine the current reality that has the **POWER**.





The **DISCUSSION** is what is important.

The scores you agree on and the summaries of the scores guide identification of your greatest needs.

GME Guidance Resources

Comprehensive Needs Assessment (CNA) Completion in GME

Planning Tool

-  [LEA Integrated Action Plan \(Quick Reference Guide\)](#)
-  [Planning Tool Print \(Quick Reference Guide\)](#)
-  [School Integrated Action Plan \(Mini-Handbook\)](#)
-  [User Roles Assignment - Planning Tool \(Short Snip\)](#)

[SSI Professional Learning Modules](#)

CNA Screenshots



The screenshot shows the GME interface with the Arizona Department of Education logo. The left sidebar contains links: GME Home, Administer, Search, Reports, Inbox, and Contact ADE. The main area is titled "Search Organizations" and includes input fields for "Organization Name" (with a "Begins With" dropdown), "Organization Number", and "County" (with a dropdown). "Search" and "Reset" buttons are at the bottom.



This screenshot is similar to the previous one but shows a dropdown menu open from the "Search" link in the sidebar. The menu lists options: Organizations, Funding Applications, Grants, Reimbursement Requests, Planning (highlighted in yellow), Monitoring Instruments, Supplements, and LEA Document Library. The "Search Organizations" form is visible in the background.



The screenshot shows the "Search Plans" page in the GME interface. The left sidebar includes links: GME Home, Administer, Search, Reports, Inbox, Contact ADE, Grants Management resource Library, and GME Sign Out. The main area has input fields for "Organization Name" (with a "Begins With" dropdown), "Organization Number", "County" (dropdown set to "All"), "Fiscal Year" (dropdown set to "2021"), "Plan" (dropdown with "LEA Integrated Action Plan (LIAP)" and "School Integrated Action Plan (SIAP)" visible, with "SIAP" highlighted in yellow), and "Plan State" (dropdown set to "All").

School Integrated Action Plan (SIAP) Sections

Arizona Department of Education (000111000) Test District - FY 2024 - Global Hold(s): (2020, 2021, 2022, 2023) - School Integrated Action Plan (SIAP) - Rev 0

Status: School Plan Saved

Change Status To: School Edit Plan

View ADE History Log

View Change Log

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 (REQUIRED)

Root Cause Analysis (REQUIRED)

Integrated Action Plan

Final Summary (REQUIRED)

Principles, Strategies and Action Steps (REQUIRED)

All

1. Complete needs assessment for each Principle, 1 through 6

Principles 1-6 (REQUIRED)

Arizona Department of Education (000111000) Test District - FY 2024 - Global Hold(s): (2020, 2021, 2022, 2023) - School Integrated Action Plan (SIAP) - Rev 0

Go To

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: 1.36

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: 6.50

Ideal Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.

Elements:

Element	Response
A. How did leadership develop the vision of academic success and schoolwide social emotional learning?	<div><input type="radio"/> No vision of learning</div> <div><input checked="" type="radio"/> In isolation and/or with no data</div> <div><input type="radio"/> With some stakeholder input and/or some data</div> <div><input type="radio"/> Collaboratively with stakeholder input and quantitative and qualitative data</div>
B. How often is the vision of learning used to guide the policies/procedures and decisions of the school?	<div><input checked="" type="radio"/> Never and/or there is no vision of learning</div> <div><input type="radio"/> Infrequently</div> <div><input type="radio"/> Sometimes</div> <div><input type="radio"/> Consistently</div>
C. How often is the vision of learning reviewed and revised to reflect the current school community?	<div><input checked="" type="radio"/> Is old or doesn't reflect the school community</div> <div><input type="radio"/> Has not been recently reviewed and revised</div> <div><input type="radio"/> Regularly, every 2-3 years</div> <div><input type="radio"/> Annually</div>
D. Are diversity, inclusion and equity included in the school's mission?	<div><input type="radio"/> No</div> <div><input type="radio"/> On the periphery</div> <div><input type="radio"/> Often discussed as a priority, but are not included</div> <div><input type="radio"/> Yes, as a top priority and are included</div>

Possible Evidence:

☐ Written vision, mission and core belief statements

☒ Meeting notes/minutes from stakeholder meetings

☐ Meeting notes/minutes from staff meetings

☐ Evidence of vision, mission and core beliefs posted in office areas and classrooms

Comments and Notes:

test

4 / 2000 characters

2. Complete Data Analysis Assurances. Use all four types of data to analyze leading and lagging data to identify needs.

Data Analysis Assurance (REQUIRED)

Arizona Department of Education (000111000) Test District - FY 2024 - Global Hold(s): (2020, 2021, 2022, 2023) - School Integrated Action Plan (SIAP) - Rev 0

Go To

Data Analysis Assurance

LEA and School staff should examine data through an equity lens to identify student achievement outcomes or learning gaps, as well as ensure equitable access for all students to supports and instructional opportunities. All staff members are trained in the use of data analysis techniques including benchmarking, formative and longitudinal data.

Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the schoolwide plan as well as classroom practice.

Data Analysis Assurances

The LEA assures that all schools will collect, analyze, and use perception and leading and lagging indicator data from a variety of sources. *

☒ * Yes

The LEA assures data will be analyzed at both the all-student level as well as by subgroups to inform the Comprehensive Needs Assessment (CNA), the root cause analyses, and the development of both the LEA Integrated Action Plan and the School Integrated Action Plan. *

☒ * Yes

The LEA assures stakeholder participation in data rich discussions for all 6 principles in the CNA. *

☒ * Yes

* Resources:

ESEA Consolidated - Title I, School Improvement, Title II, Title III, Emergency Immigrant, Title IV, and Title I-C

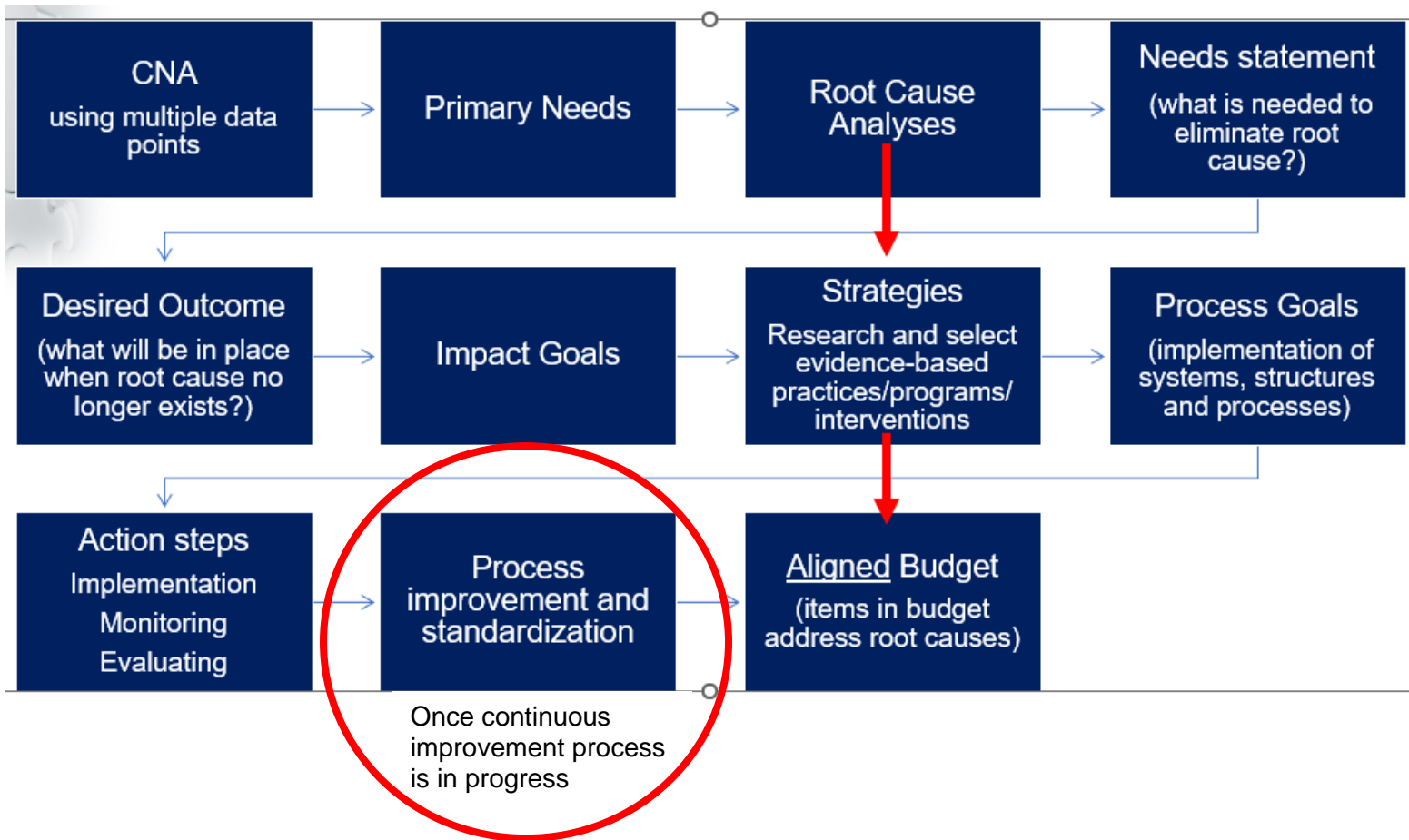
Comprehensive Needs Assessment (CNA) - 2 SIAP CNA

Identify 3 or 4 Primary Needs

Primary need is CNA principle, indicator or element **PLUS** data source.

Reread the trends and patterns summaries and possible primary needs from all 6 Principles. Analyze the data you have from a variety of resources. Use the information in these summaries to identify three or four primary needs.

Overview



Identifying Primary Needs

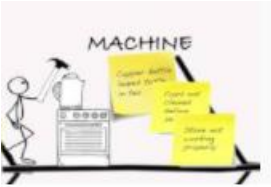
Conduct Root Cause Analyses



Have a problem? Now what?

Watch the video [Fishbone Video](#)

3. Root Cause in Planning Tool



Root Cause Analysis (REQUIRED)

Arizona Department of Education (000111000) Test District - FY 2024 - Global Hold(s): (2020, 2021, 2022, 2023) - School Integrated Action Plan (SIAP) - Rev 0

Go To

Root Cause Analysis (3 Fishbones)

Fishbones

- Teams conduct careful, thorough root cause analyses to determine the specific cause of each primary need using the fishbone method. If the cause is still too large, conduct the 5 Whys to pinpoint the root cause to be eliminated. Minimal requirement is 3 fishbones. See Root Cause Module on [School Improvement Professional Learning Webpage](#) under **Learning Modules**. IAP strategies and actions steps must address root causes. Eliminating the root cause will lead to the desired outcome.
- Download and save locally the **Root Cause Analysis Fishbone** and **5 Whys** templates found in the Related Documents section below. (Do not complete the documents until they have been first been saved and reopened).
- After completing, save locally again before uploading to the Related Documents section of this page.
- NOTE: An alternate Fishbone template is available and can be accessed via the link below as well as in the Grants Management Resource Library under **Program Area Resources > Planning Tool Guidance**

If the alternate template is utilized instead of the original Fishbone template please download and save locally, edit, save locally again and then upload to the existing **Required Fishbone** upload location in the Related Documents section below.

[Fishbone Template](#) [Word alternate template](#)

Root Cause Analysis Related Documents

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. Organizations uploading documents to GME must ensure that the information contained in the document does not include sensitive data such as student information, social security numbers, or any other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Documents		
Type	Document Template	Document Link
Fishbone Diagram (Upload at least 3 documents)	Fishbone Diagram	Fishbone Diagram
5 Whys (optional)	5 Whys	5 Whys
Other	N/A	

Conduct a careful, thorough Root Cause Analysis for your top 3 or 4 primary needs, identifying **THE** root cause resulting in Needs Statements and Desired Outcomes.

Thorough root cause analyses take time and multiple team members with different perspectives! AND...it is necessary for impactful change.

Root cause analysis is a structured team process. It allows the use of a strategic method to dig down into the primary need and determine causes and contributing factors. Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem. At the end of the root cause analysis, the major cause is discovered and what needs to happen to remove the cause/problem/barrier is determined.

This is time to discuss causes, not solutions.

- A root cause is defined as a factor that caused a nonconformance and should be permanently eliminated through process improvement
- The root cause is the core issue—the highest-level cause—that sets in motion the entire cause-and-effect reaction that ultimately leads to the problem
- Removal of the root cause will eliminate the need/problem

The root cause is the **ONE** major contributing factor

Formats-Fishbone Root Cause Analysis Template in Planning Tool



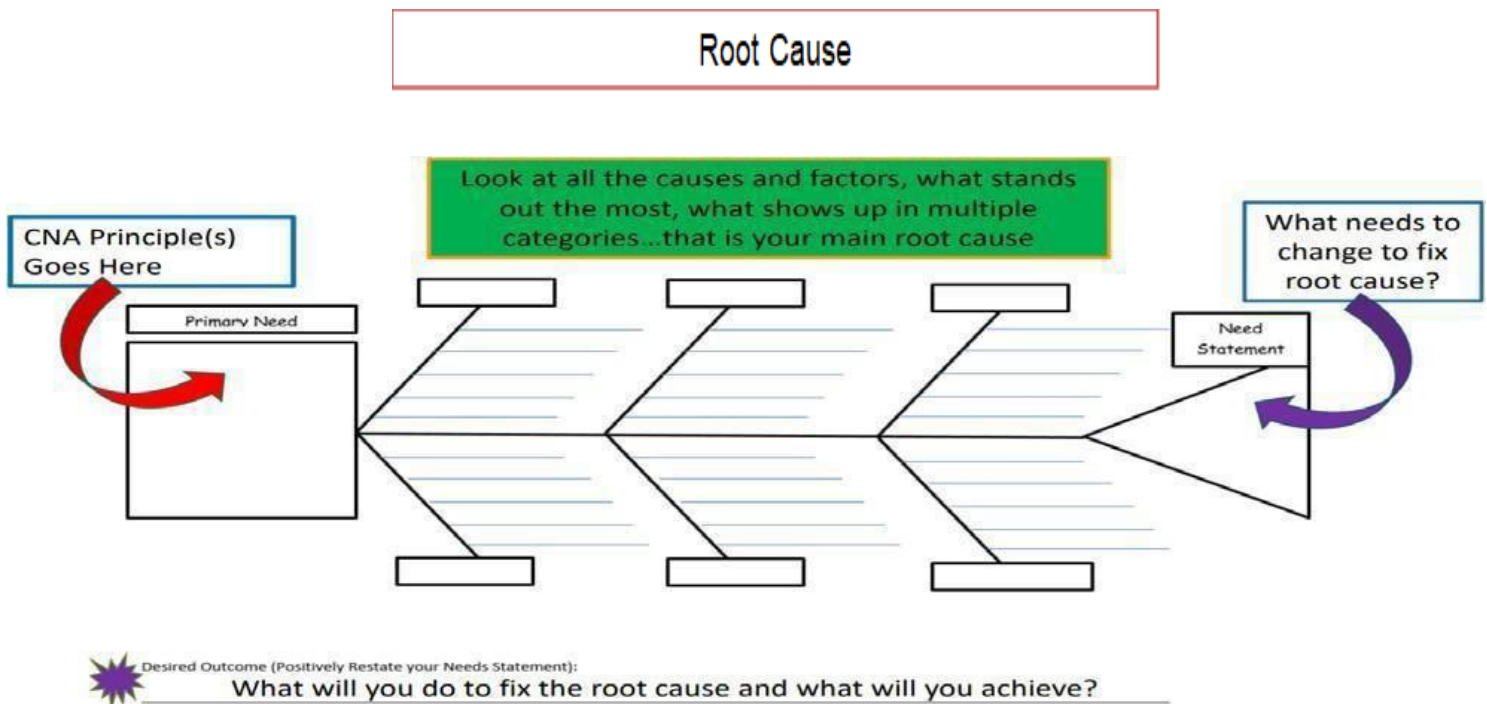
Root Cause Analysis Fishbone Template

School Name – revised dd/mm/yy



Overall Root Cause Statement The synthesis of the most powerful root cause(s).				
Primary Need The Principle and Indicator from CNA stated as a problem	Root Causes (label each category/headline and include details) These are the most influential contributing factors. "Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?"			Need Statement What must happen/change to address the root cause(s) and the primary need?
	<div>•</div> <div>•</div> <div>•</div>			
	<div>•</div> <div>•</div> <div>•</div>			
Desired Outcome What will success look like if the needs statement is achieved and root causes addressed?				

Alternative option



Fishbone Diagram Process Directions:

The team identifies clear and specific primary needs based on patterns and trends in the CNA. Choose ONE of the primary needs identified in the CNA to address first and write it in the head of the fishbone.

1. The team facilitator asks the team: Current state
 - How do we know that this problem exists?
 - What is happening currently?
 - What are the teachers doing?
 - What are the students doing? (see the root cause analysis questions for support with this)
 - The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
- Possible fishbone categories: Instruction • Curriculum • Community • Teachers • Students • Infrastructure • Leadership • Assessment • Transportation • Attendance • Time • Professional development • Climate/culture • Technology • Subgroups*
2. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone. Highlight similar items.
 3. Look at the highlighted items, what pattern or trend surfaced? That is your root cause.
 4. Once the team agrees on the root cause, determine what needs to change to eliminate the root cause--- what needs to change is the need statement.
 5. To verify you have gotten to the heart of the problem, ask the following: If the need statement (tail) were corrected, would the problem continue?
 - If no, you found the root cause. If yes, you need to dig deeper:
 - Would the problem have occurred if the cause had not been present? If no, then it is a root cause. If yes, then it is a contributing cause.
 - Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved? If no, then it is a root cause. If yes, then it is a contributing cause.
 - Will correction or dissolution of the cause lead to similar events? If no, then it is a root cause? If yes, then it is a contributing cause.

Root Cause Guiding Questions:

- How do you know the problem exists?
- What are your teachers or staff doing or not doing to contribute to the problem?
- What are students doing or not doing to contribute to the problem?
- What is the community or family doing or not doing to contribute?
- What school systems support the problem?
- What systems do not support the problem?
- What barriers are in place? • How does the curriculum contribute?
- How does time contribute?
- Does the school schedule play a role in the problem?
- What causes the teachers to contribute to the problem?
- Why do students feel or act a certain way? • How does instruction contribute to the problem?

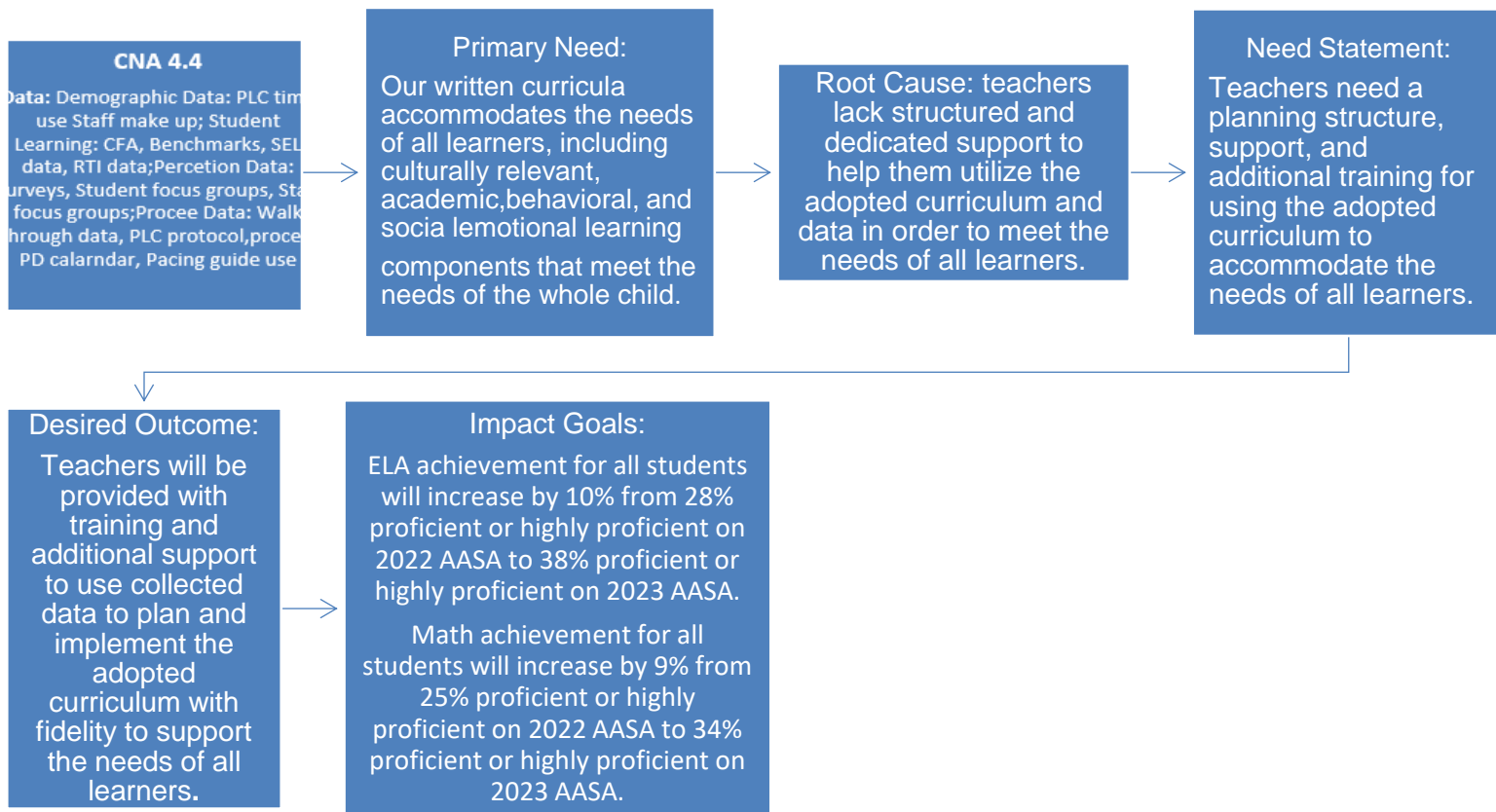
TIPS:

- Use the fishbone diagram tool to keep the team focused on the causes of the problem, rather than the symptoms or solutions.
- Consider drawing your fish on a flip chart or large dry erase board.
- Make sure to leave enough space between the major categories on the diagram so that you can add minor detailed causes later.
- When brainstorming causes, consider having team members write each cause on sticky notes, going around the group asking each person for one cause. Continue going through the rounds, getting more causes, until all ideas are exhausted.
- Encourage each person to participate in the brainstorming activity and to voice their own opinions.

Important note: Focus on causes you can impact, not those out of the school's control.

Note that the "5 whys" method, below, is often used in conjunction with the fishbones.

Overall Root Cause Statement The synthesis of the most powerful root cause(s).		Teachers lack a structured and dedicated support process to help them utilize the adopted curriculum and data in order to meet the needs of all learners.		
Primary Need The Principle and Indicator from CNA stated as a problem 4.4 Our written curricula accommodates the needs of all learners, including culturally relevant, academic, behavioral, and social emotional learning components that meet the needs of the whole child.	Root Causes (label each category/headline and include details) These are the most influential contributing factors. <i>“Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?”</i>			Need Statement <i>What must happen/change to address the root cause(s) and the primary need?</i> Teachers need a planning structure, support, and additional training for using the adopted curriculum and data to accommodate the needs of all learners.
	Staff/Inst Support Staff	Professional Development	Assessment/Data	
	<ul style="list-style-type: none">• Communication between admin, teachers, and coaches for instructional support• Communication between Teacher /counselor for behavioral issues	<ul style="list-style-type: none">• Locating/using district resources strategically• Lesson Planning• Need PD on implementing rigorous, standards-based instruction• Need PD on SEL- Interventions for behavior (documentation/FBA)• Curriculum use• Curriculum Training	<ul style="list-style-type: none">• Strategic use of data to know where students are academically and behaviorally• CORE Screeners• CFAs• DESSA (SEL)	
	Teacher Planning	Differentiation-RTI	Data-PLCs	
	<ul style="list-style-type: none">• Resources available• Time for planning• Using pacing guides/curriculum maps• District Guidelines- ELA Blocks/Priority Documents	<ul style="list-style-type: none">• Small group instruction• Small group resources• Guidance for extension• Teacher training-Apture for behavioral strategies	<ul style="list-style-type: none">• Timely review of data• Student placement• Performance-based assessment• CFAs• District Benchmark• Diagnostic- CORE• Templates• Coaching	
Desired Outcome <i>What will success look like if the needs statement is achieved and root causes addressed?</i>		Teachers will be provided with training and additional support to use collected data to plan and implement the adopted curriculum with fidelity to support the needs of all learners.		



Sometimes you have to dig a little deeper...

The 5 Why Method

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized, ask “why” questions to drill down to the root causes. Asking the “5- Whys” allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

Instructions:

1. State the problem you have identified as a strategic problem to work on.
2. Start asking “why” related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
3. Ask as many “whys” as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final “why” because it does not make logical sense to ask why again.

The “5-Whys” is a strategy that is often used after an issue has been identified using another tool, such as a Fishbone Diagram. Using the “5-Why” questions on their own can lead to a narrow focus or bias.

This methodology is closely related to the Cause & Effect Fishbone diagram and can be used to complement the analysis necessary to complete a Cause & Effect diagram.

WHY?

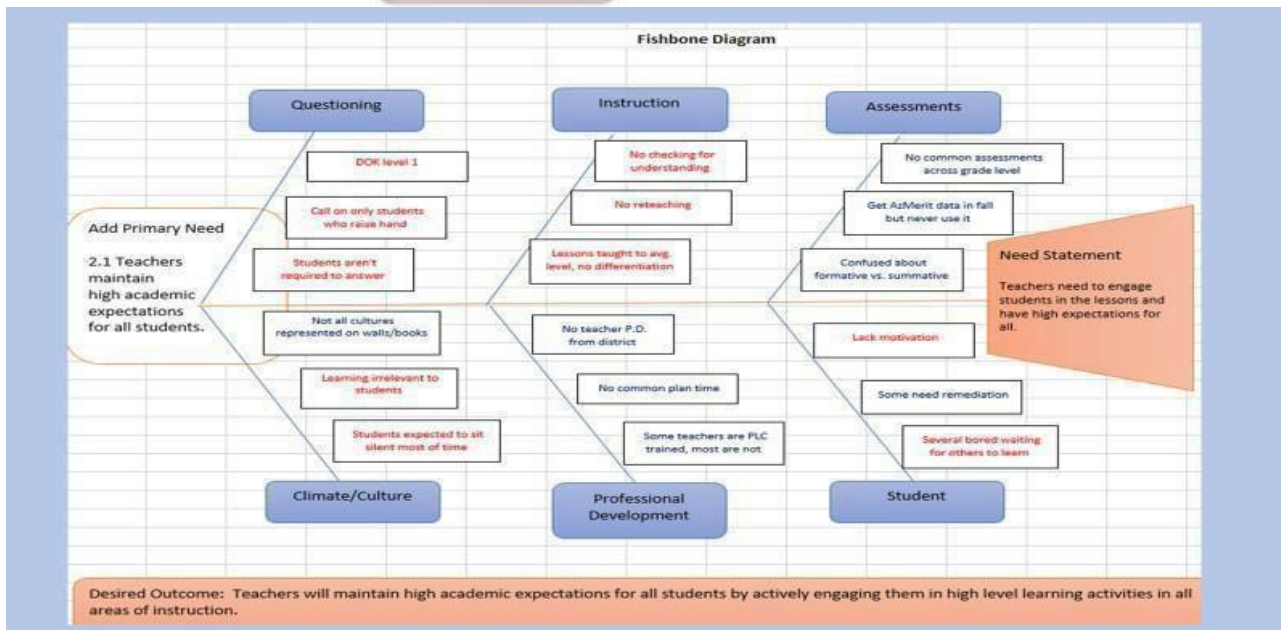
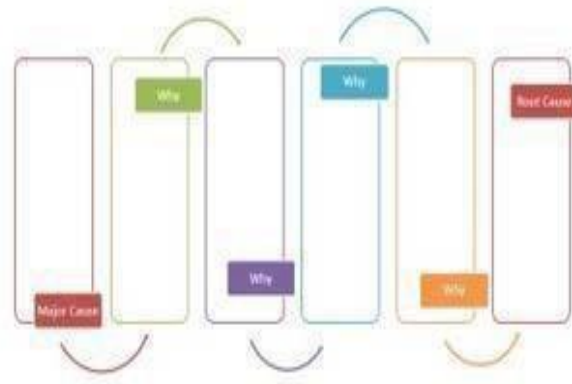
↳ WHY?

↳ WHY?

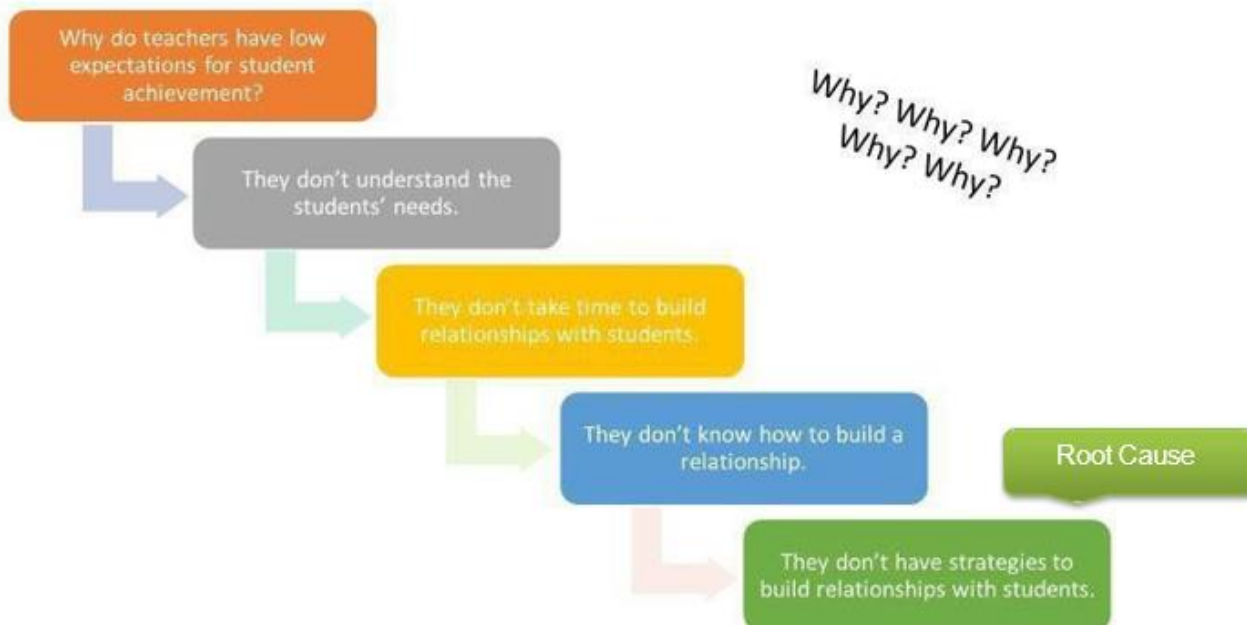
↳ WHY?

↳ WHY?

Real solution is found here



After conducting the root cause analysis, the need statement is still too general... so digging deeper is necessary.



5 Why Tips

- Try to move on quickly from one question to the next, so that you have the full picture before you jump to any conclusions.
- The "5" in 5 Whys is just a "rule of thumb." In some instances, you may need to go on and ask "why?" a few more times before you get to the root of the problem. In others, you may reach this point before you ask your fifth "why?" If you do, be careful that you've not stopped too soon. The important point is to stop asking "why?" when the useful responses stop coming.
- As you work through your chain of questioning, you'll often find that someone has failed to take a necessary action. The great thing about 5 Whys is that it prompts you to go further than just assigning blame, and to ask why that happened. This often points to organizational issues or areas where processes need to be improved.

Integrated Action Plan

GME Directions

[SSI IAP Module](#) under Learning Modules

The **Integrated Action Plan (IAP)** is developed based on the School level Comprehensive Needs Assessment (CNA) and root cause analyses. It should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The **School-level IAP (SIAP)** addresses three or four areas of need identified by the school's CNA and Root Cause Analyses.

The **LEA-level IAP (LIAP)** supports the system's areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs.

School integrated Action Plan (SIAP) and the LEA integrated Action Plan (LIAP) are written annually.

IAP Requirements:

Three or four Need Statements with correlated Desired Outcomes; Impact SMART Goals, Process SMART Goals.

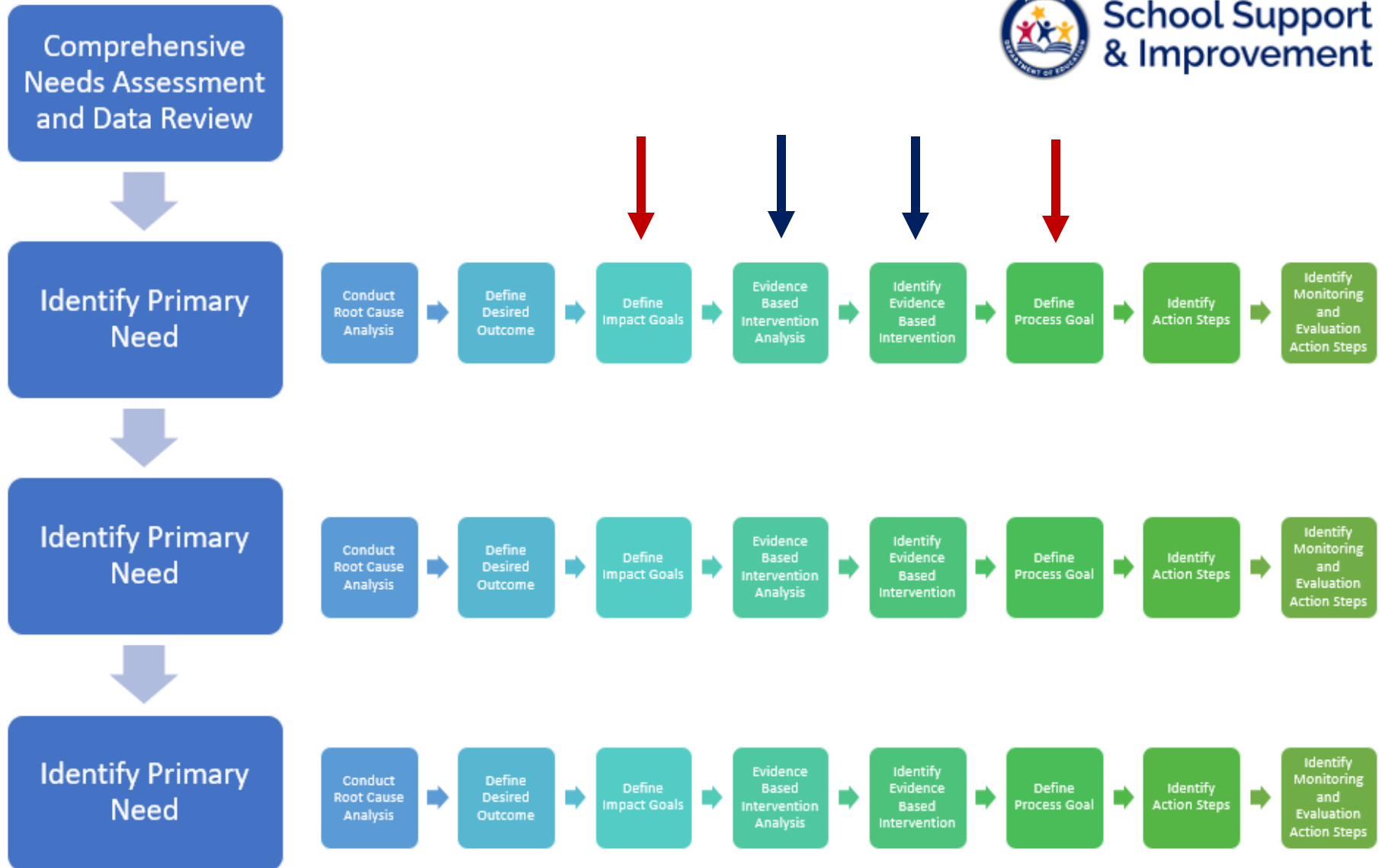
- Research and select Evidence based **Strategies/practices/programs/interventions**
 - Evidence based Action Steps (use appropriate tags are required, funding and program tags)
 - Implementation **Action Steps**
 - Monitoring Action Steps
 - Measures
 - Success Criteria and Evidence
 - Evaluation Action Steps
 - Measures
 - Success Criteria and Evidence

Address only the applicable Principles on CNA, root cause analyses, identified three or four Need Statements and Desired Outcomes. All 6 Principles are **not** required based targeted, intentional, focused actions result in real change. A "laundry list" of needs and desired outcomes will dilute focus, scatter efforts and will not result in real change.

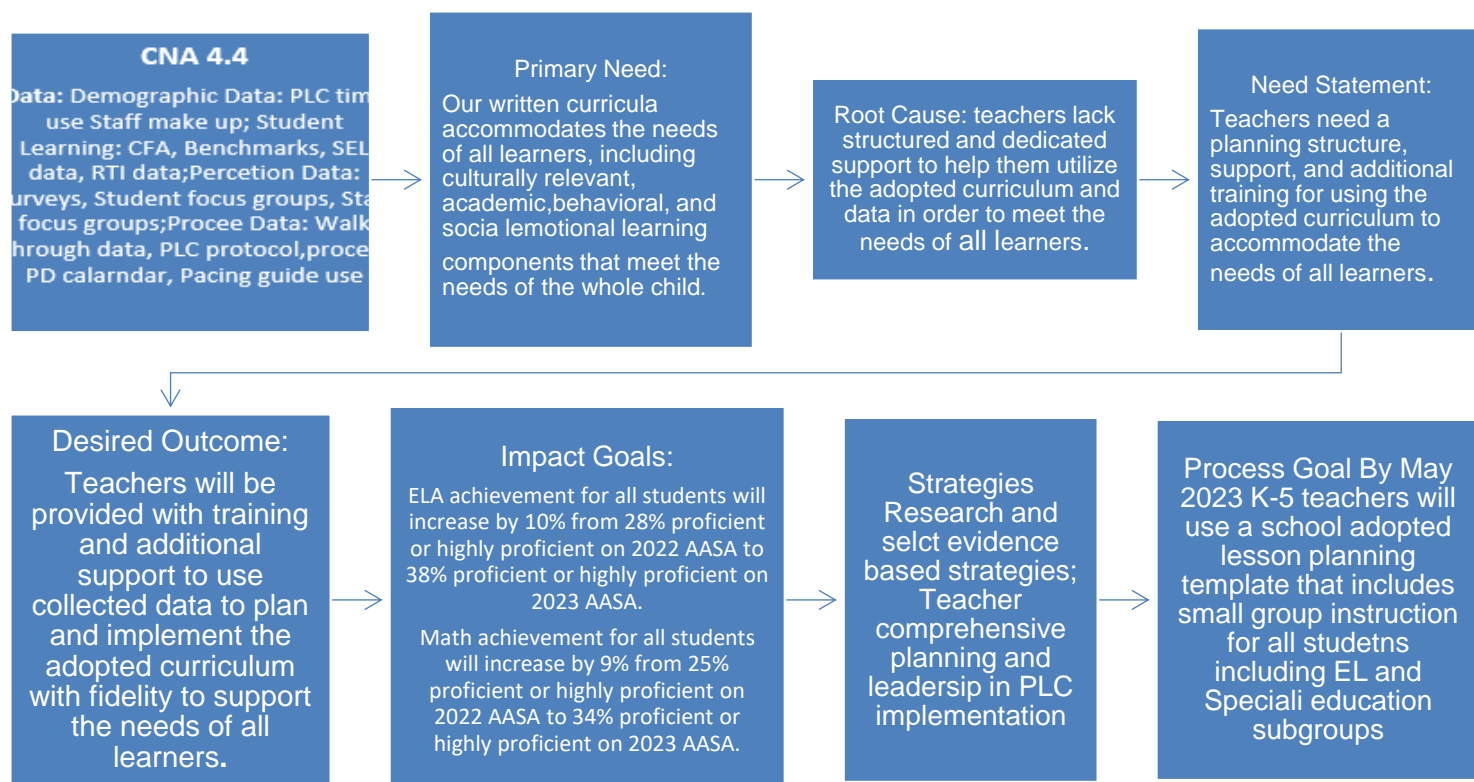
Integrated Action Plan Diagram



School Support
& Improvement



School Integrated Action Plan (SIAP)



SMART GOALS



Specific + Strategic: 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 will you 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.

SMART GOALS (School Improvement)

[SMART Goal Module](#) (Video) | [SMART Goal Module](#) (PDF)

Required SMART Goals by Classification

Classification & Type of School	Process Goals	Student Impact SMART Goals				
		ELA	Math	ACT/Aspire	Grad Rate	Subgroup(s)
CSI- Low Achievement (Elem/MS)	X	X	X			
CSI- Low Achievement (HS)	X	X	X	X*		
CSI- Grad Rate (HS)	X			X*	X	
aTSI (Elem/MS)	X					X
aTSI (HS)	X					X

*ACT/Aspire could fulfill ELA/Math goals because it measures English, mathematics, reading, and writing.

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. There should be multiple Process goals for each Primary Need. What structures, systems need to be put in to place to help school/LEA reach Impact goals?

By August 31, 2022, all staff will receive training on implementing PLCs.

By September 18, 2022, all collaborative teams will adopt norms, agenda template and determine meeting dates as evidence by written documents.

By December 14, 2022, all collaborative teams will have met a minimum of 4 times as evidence by meeting agendas submitted to principal.

By (date) evidence-based reading intervention curriculum will be adopted as evidenced by written documents.

Implementation of reading intervention curriculum will begin (date).

A system of support for teachers will be planned and put into place by (date).

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, ACT/Aspire, AZELLA*).

I. Content Area Achievement/Proficiency or Growth Goals (ELA, Math)

(Growth): ELA achievement for all students will increase by ____% moving from ____% proficient or highly proficient on 2022 state assessment to ____% proficient or highly proficient on 2023 state assessment.

(Achievement/Proficiency) ____% of students will score proficient or higher on the Math 2023 AZ State Assessment.

II. ACT/Aspire 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.

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

(Growth) The average ACT (Aspire) composite score will increase from ____ in 2022 to ____ in 2023.

III. Graduation Rate

Graduation Rate will increase from ____% in 2021-2022 to ____% in 2022-23. (4-year cohort or 5-year cohort)

IV. Other indicators:

Overall 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).

aTSI Subgroup Goals: There must be a SMART goal for each identified aTSI subgroup in your IAP.

Percent of (subgroup) scoring proficient will increase by ____% from ____% in 2022 to ____% in 2023 on the state assessment.

The achievement gap between % of all students scoring proficient and the % of ____ (subgroup) students scoring proficient will be reduced by ____% from ____% in 2022 to ____% in 2023 on the state assessment.

IAP Process:

- Identify writing team to include all stakeholders
 - Establish group norms or agreements
- Establish tasks and timeline for writing the plan
- For each identified primary need, enter the need statement and desired outcome under the identified principle
- Add SMART goals, both process and impact
- Starting with the identified specific desired outcomes, backward design the evidence-based improvement strategies and action steps
- Research/investigate/analyze evidence-based programs, strategies, or interventions to address each desired outcome
 - Generate list of possibilities
 - Investigate possibilities
 - Select evidence-based strategies based on need and context
- Add selected strategy under appropriate principle
- Develop action steps (using actionable verbs)
 - Implementation action steps
 - Develop clear and comprehensive actionable action steps including who is responsible and the timeline
 - Align resources, funding sources, people, and time to action plan
 - Monitoring action steps
 - Determine measures to monitor implementation
 - Collect information to monitor the quality of supports being provided
 - Identify and track progress and performance
 - Consider what additional information is needed to determine if action steps are working
 - Assess the degree to which the implementation plan is being followed with fidelity
 - Is the intervention, strategy, system, or process accomplishing the intended outcomes/goal/s?
 - Should it be continued, or adjustments made?
 - Evaluation action steps
 - Determine measure/s to evaluate success
 - Determine criteria and evidence of success
 - Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
 - Were desired outcomes reached?
 - Were SMART goals met?

Ensure coherence, alignment and relationships between need statements, desired outcomes, SMART goals, strategies, and action steps.

GME Screen Shot Final Summary Bridge to IAP

School Integrated Action Plan (SIAP) Sections

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Status: School Plan Saved

Change Status To: School Edit Plan

[View ADE History Log](#)

[View Change Log](#)

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 \(REQUIRED\)](#)
 - [Root Cause Analysis \(REQUIRED\)](#)
- Integrated Action Plan
 - [Final Summary \(REQUIRED\)](#)
 - [Principles, Strategies and Action Steps \(REQUIRED\)](#)
- All

1

2

[Return](#)

1.

Final Summary (REQUIRED)

Arizona Department of Education (000111000) Test District - FY 2024 - Global Hold(s): (2020, 2021, 2022, 2023) - School Integrated Action Plan (SIAP) - Rev 0

Go To

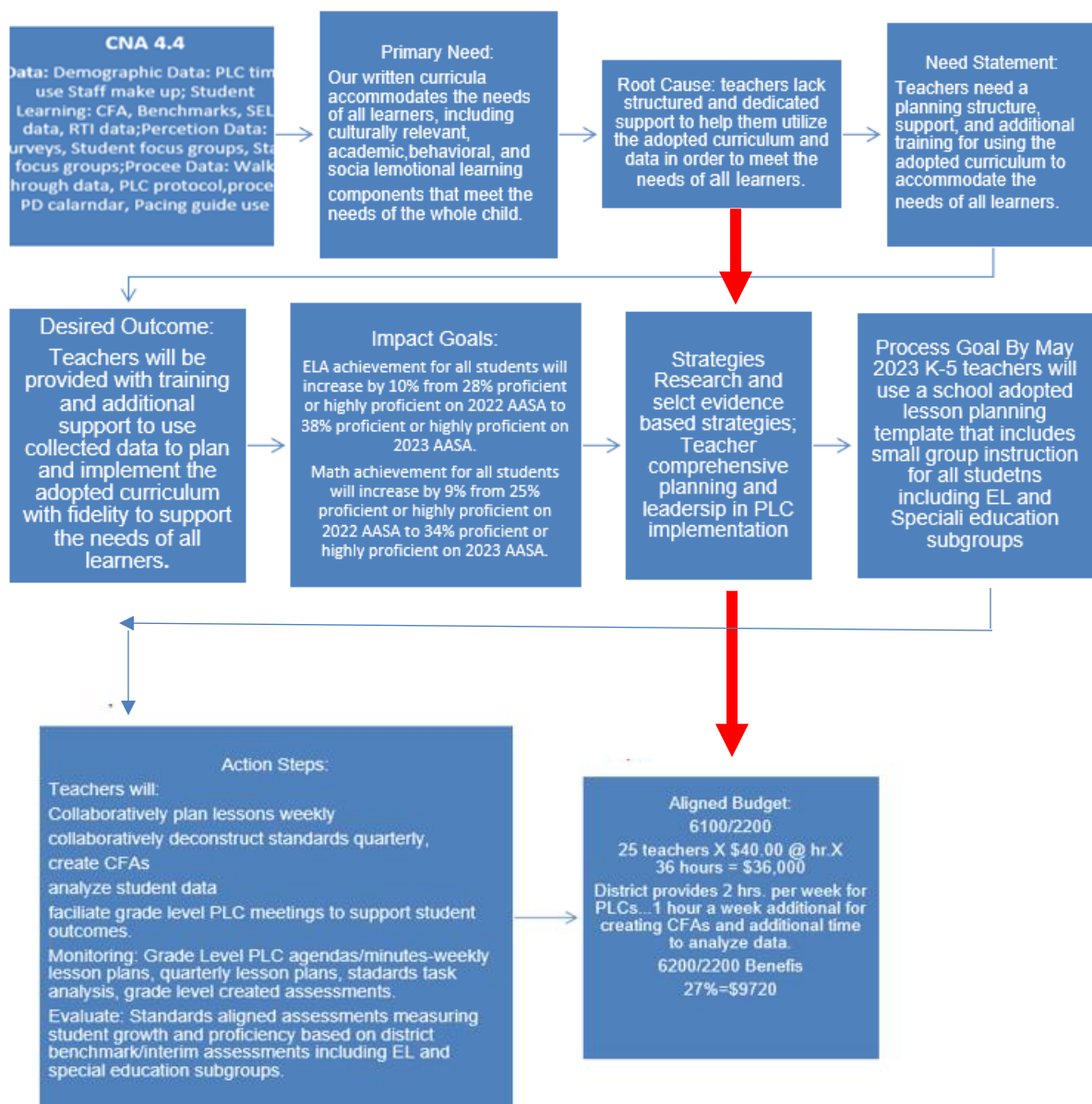
Review the summary of your data below for each Principle, then complete the Summary and Needs Identification at the end.

Summary and Needs Identification - Using the summary of your data above and your three fishbone root cause analyses, complete the Summary and Needs Identification chart below for your top three primary needs. Use one row for each primary need.

Primary Needs Indicator #	Step 1) Identify Your 3 Primary Needs	Step 2) Identify Root Causes	Step 3) Write Primary Needs Statements	Step 4) Write Desired Outcomes	Impact Goal	Process Goal
Indicate the principle and indicator for each of your primary needs, (i.e., 2.3)	Write the description of the CNA indicator - (Head of the fishbone)	List the one major contributing factor to the problem - (Body of the fishbone)	Write Primary Need Statement - List the action needed to solve the problem - (Tail of the fishbone)	Describe what you will do and how it will impact students. This is a positive restatement of your need statement.	SMART Goal: student achievement, growth, proficiency, grad rate; attendance; behavior	SMART Goal: implementation of systems, structures, or processes
1	test	test	test	test	test	test
2	test	test	test	test	test	test
3	test	test	test	test	test	test

The final summary has moved to the IAP section to be the bridge to the IAP this final summary shows each primary need -the root cause-need statement-desired outcome-impact goal (student outcome improvement)-process goal (implementation outputs with dates)

CNA-RCA-IAP-Budget Alignment Flow Chart



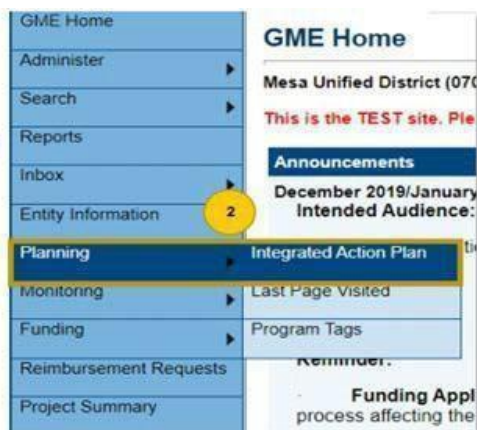
GME SIAP

2 Accessing the SIAP

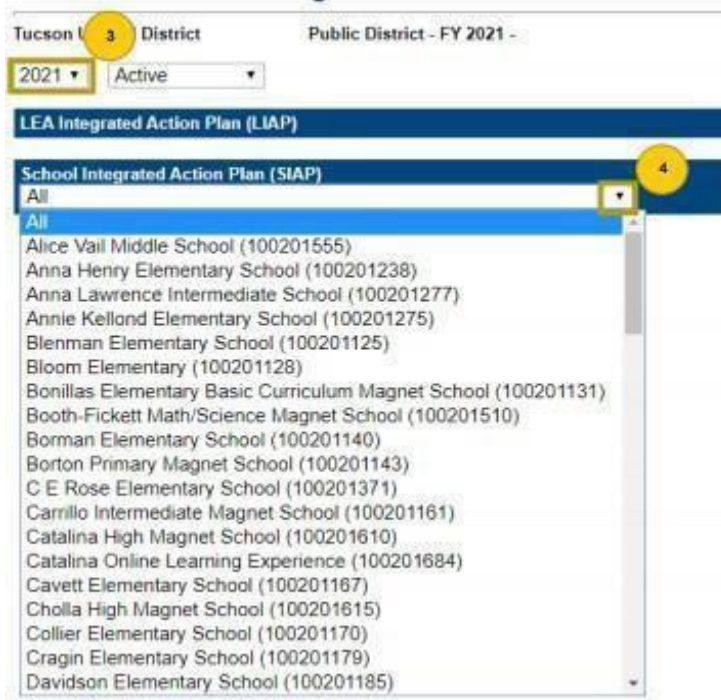
1. Log into Grants Management Enterprise (GME) via ADEConnect and select your organization's name (hyperlink)

Note: For further instruction on how to log into GME, navigate to Grants Management Resource Library > GME User Resources/Training > GME Navigation > [GME Navigation Basics \(Course Material\)](#).

2. On the main menu, hover over Planning and select Integrated Action Plan



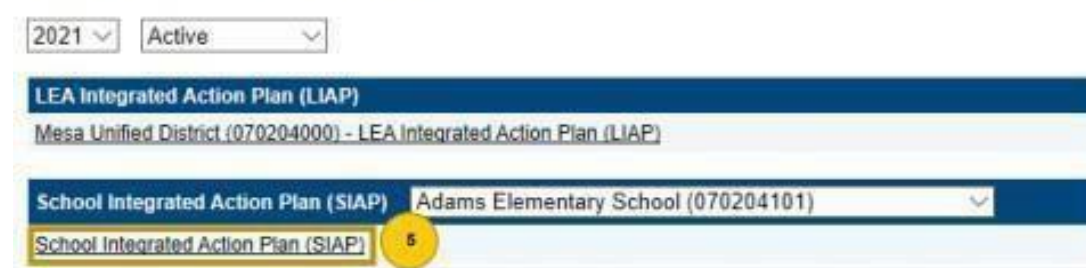
LEA and School Planning



3. Select the Fiscal Year you want to complete

4. Under the **School Integrated Action Plan (SIAP)**, select the appropriate school (site) from the drop-down menu. A hyperlink to the SIAP for that school will become available.

5. Select the hyperlink to access the SIAP



Next screen you will see

Principles, Strategies and Action Steps (REQUIRED)

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Go To

☐ Filter Action Steps

Plan Items Expand All Collapse All

1) Principle 1 - Effective Leadership	6
2) Principle 2 - Effective Teachers and Instruction	
3) Principle 3 - Effective Organization of Time	
4) Principle 4 - Effective Curriculum	
5) Principle 5 - Conditions, Climate & Culture	
6) Principle 6 - Family and Community Engagement	

6. Click plus sign next to the principle for your first primary need.
7. Click the plus sign next to Details. You only need to fill in Primary Need because the rest is in the Final Summary Chart.
8. Click the plus sign next to Strategy and Details - add your Strategy Description
9. Click the plus sign next to AS and Details - add the Action Step Description and required details

Principles, Strategies and Action Steps (REQUIRED)

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Go To

☐ Filter Action Steps

Plan Items Expand All Collapse All

1) Principle 1 - Effective Leadership

Details

Primary Need: test

Root Cause: test

Needs Statement: test

Desired Outcomes: test

SMART Goal: test

1.1) Strategy 1.1

Details

1.1.1) test

Details

Action Step Description: test

Person Responsible for this Action Step: Mary Jones (Organization Role: other)

Timeline: 11/7/2022 to 12/7/2022

ESSA Evidence:

2) Principle 2 - Effective Teachers and Instruction	
3) Principle 3 - Effective Organization of Time	
4) Principle 4 - Effective Curriculum	
5) Principle 5 - Conditions, Climate & Culture	
6) Principle 6 - Family and Community Engagement	

Repeat 8 and 9 for additional Strategies and Action Steps.

Repeat 6-9 for each Primary Need.

LEA Integrated Action Plan (LIAP)

LEA Integrated Action Plan (Quick Reference Guide)

LEA IAP supports the implementation of the schools' SIAP/s.

The LEA IAP is based on:

- A review and synthesis of all Schools' CNA results
- Reflective questioning process and discussion
- Identification of evidence-based strategies and action steps to support all school/s successful SIAP implementation.
- Analyze Schools' Comprehensive Needs Assessment (CNA) data for trends and patterns across schools.

LEA Guiding Questions

- What patterns or trends are evident in student achievement data among the schools?
- What patterns or trends are evident in student and teacher demographic data?
- What patterns or trends are evident in the leading indicator data?
- What patterns or trends are evident in the data regarding the 6 principles?
- What patterns or trends are evident in the primary needs selected by schools to be addressed in school IAPs?
- What specific evidence-based strategies, actions and interventions can the LEA implement to support schools to successfully address identified primary needs and desired outcomes?
- What systems, processes, procedures, operational flexibility can be put in place to support schools in implementation of School Integrated Action Plans?
- How will these actions be monitored and evaluated? Are we doing what we said we would do? Are we doing it well? Is it impacting students learning and achievement? How do we know?

Create an LEA integrated action plan with strategies and action steps that align systems across the LEA to ensure successful school IAP implementation.

- Three or four need statements with correlated desired outcomes and SMART Goals, if required based on school IAPs trends and necessary support
- Evidence based strategies
- Evidence based action steps (use appropriate tags for required, funded and non-funded activities)
 - Implementation action steps
 - Monitoring action steps
 - Measures to be used
 - Success criteria and evidence
 - Evaluation action steps
 - Measures to be used
 - Success criteria and evidence

GME LIAP

Accessing the LIAP

1. Log into GME via ADEConnect and select your organization's name (hyperlink)
2. On the main menu, hover over Planning and select Integrated Action Plan
3. Select the Fiscal Year you want to complete
4. Select the LEA Integrated Action Plan (LIAP)

GME Home		Entity Information
Administer	▶	Arizona Department of Education
Search	▶	
Reports		Organization Name
Inbox		CTDS
Entity Information		Entity ID
Planning	▶	Integrated Action Plan
Monitoring	▶	Program Tags
Funding	▶	Authorized Representative(s)

Unified District Public District - FY 2021

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

2021 ▼ Active ▼

LEA Integrated Action Plan (LIAP)	Revision	Status	Status Date
Mesa Unified District (070204000) - LEA Integrated Action Plan (LIAP)	0	Not Started	11/13/2019

School Integrated Action Plan (SIAP)	Revision	Status	Status Date
All ▼			
Adams Elementary School (070204101) - School Integrated Action Plan (SIAP)	0	Not Started	11/13/2019
Brinton Elementary (070204156) - School Integrated Action Plan (SIAP)	0	Not Started	11/13/2019

Initiating the LIAP

LEA Integrated Action Plan (LIAP) Sections

Arizona Department of Education (000111000) Test District - FY 2021

Status: Not Started

Change Status To: [LEA Plan Draft Started](#)

To initiate the LIAP, the **LEA Plan Update** role must **Change Status To** [LEA Plan Draft Started](#).

LIAP Sections

There are three sections of the LIAP that **must** be completed:

1. LEA Planning Team
2. LEA District Summary
3. Integrated Action Plan

Related Documents for LIAP are not required but encouraged.

Note: Within pages of all four sections, any field with an asterisk requires data to be entered. *It is strongly recommended that you save your work periodically as you are completing the LIAP pages to ensure your data is saved.* You can save by selecting **Save and Go To** (located both at the top and bottom of most pages) > Current Page.

LEA District Summary

Arizona Department of Education (000111000) Test District

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

Save And Go To [Current Page](#)

[Next Page](#)

LEA District Summary [Previous Page](#)

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

All

[History Log](#)

[History Log](#)

[Create Comment](#)

[LEA Planning Team](#) 1

[LEA Planning Team](#)

[LEA District Summary](#) 2

[LEA District Summary](#)

[Integrated Action Plan](#) 3

[Principles, Strategies and Action Steps](#)

[Related Documents](#)

[Related Documents](#)

All

The [Create Comment](#) page of the History Log section will be used to communicate between you and ADE. You can also use this functionality to communicate with your schools. For more information on the functionality of the History Log section, please view the information in GME's Grants Management Resource Library > GME User Resources/Training > [History Log and Creating Comments folder](#).

LEA District Summary

1. Provide your summary that addresses how the LEA Planning Team does what is described above the text box in points (1) through (4).
2. Select **Save and Go To** > Sections to save your summary and go back to the Sections page.

LEA District Summary

Unified District

Public District - FY 2021 -

- LEA Integrated Action Plan (LIAP) - Rev 0

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

Save And Go To [2](#)

LEA District Summary

Please explain how the LEA Planning Team

(1) identifies trends and patterns across school's;

(2) uses this data to develop needs across district;

(3) develops the LIAP to support the needs and desired outcomes; and

(4) monitors the LIAP and SIAPs for effectiveness

Font Name Size

1

Integrated Action Plan

There are three parts to this plan: **Principles**, **Strategies**, and **Action Plans**.

Principles, Strategies and Action Steps

Arizona Department of Education (000111000) Test District

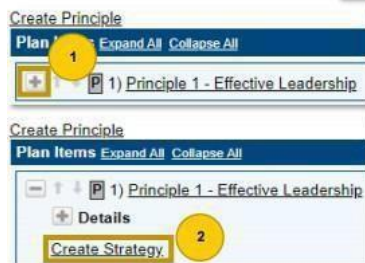
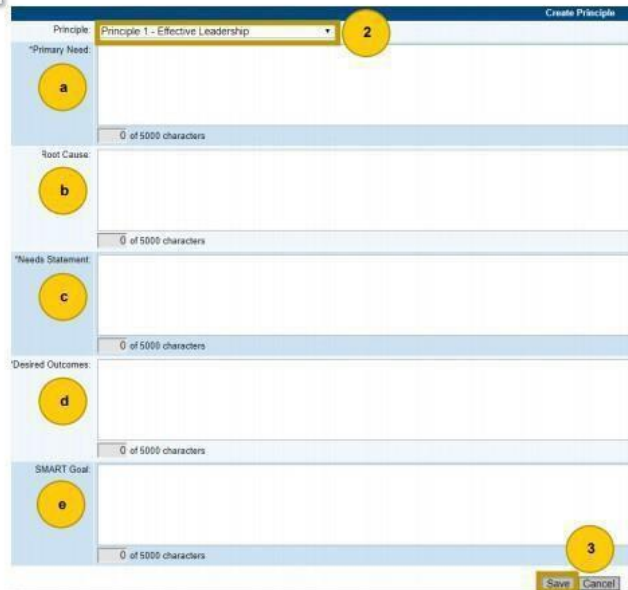


2. Select the Principle from the drop-down menu, then complete the following:
 - a. Primary Need
 - b. Root Cause (not required)
 - c. Needs Statement
 - d. Desired Outcomes
 - e. SMART Goal (if applicable)
3. Select **Save**
4. Repeat Steps 1 – 3 to select another principle

Principles


Principles must be selected first before strategies and action steps can be taken.

1. Select **Create Principle**



Strategies

Once a principle has been created, a strategy must be created. To create a strategy:

1. Select the  icon of the principle you created
2. Select **Create Strategy**


3. Describe the Strategy: start with the title of the Strategy, then describe it
4. Select **Save**
5. Follow Steps 2 – 4 to create additional strategies (if applicable)



Action Step

Once a strategy has been created, an action step must be created. To create an Action Step:

Create Principle

1. Select the  icon next to your strategy. If it is for a strategy you have just created, your view will be already expanded, and you can omit this step.

2. Select **Create Action Step**.

Create Principle

3. Complete the following fields:
 - a. Action Step Title
 - b. Describe the Action Step
 - c. Person Responsible for this Action Step (both the **Name** and **Organization Role** must be entered)
 - d. Timeline (both the **Begin Date** and **Completion Date** must be chosen)
 - e. ESSA Evidence (if applicable, select one evidence to support the action step)
 - f. Funding Tag (see directions below on how to add a Funding Tag)
 - g. Program Tags (if applicable, select one or more ADE Program Tags)

4. Select **Save**.
5. To create additional action steps, repeat Steps 1 – 4.

APPENDICES



Sample LEA Integrated Action Plan Worksheet

SAMPLE Primary Need #1	Primary Need: (head of fishbone) Strong evidence-based math instruction aligned to standards	
	Schools that Display Primary Need: Arizona Elementary School, Sunburst Elementary School	
	Root Cause(s): No adopted math curriculum	
	Needs Statement(s): (tail of fishbone) Need a written, evidence and standards-based math curriculum implemented with fidelity and professionally learning for evidence-based math instruction (4.2, 4.3, 4.5, 2.2, 2.4,	
	Desired Outcome: (Needs statement restated in a positive) Implement evidence and standards-based math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2023 state assessment to 10% proficient or highly proficient on 2024 state assessment.	
	Strategy: Support adoption of an evidence and standards-based math curriculum.	Action Steps: <ul style="list-style-type: none"> ▪ Help research elementary evidence-based math program ▪ Help facilitate the ordering of sample materials ▪ Meet with Curriculum Adoption Committee ▪ Help complete curriculum rubrics
	Strategy: Support research and implement evidence-based math instruction.	Action Steps: <ul style="list-style-type: none"> ▪ Help research evidence-based PD strategies to support math PD ▪ Work with site principals to create a calendar to roll out implementation

	Strategy: Support consistent high-quality professional development and support for all teachers.	Action Steps: <ul style="list-style-type: none"> Support sites with funds to conduct peer observations Schedule and conduct meetings with site principals to review walkthrough observations and action plans Attend site PDs to show support for the initiatives
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> Monitor site data (benchmarks/interims) Schedule and conduct walkthroughs to see curriculum in action
	Strategy Evaluation	Action Steps: <ul style="list-style-type: none"> Review state assessment data Review curriculum implementation survey results
SAMPLE Primary Need #2	Primary Need: (head of fishbone) Parent and Community Involvement	
	Schools that Display Primary Need: Dream Big Middle School, Hope Middle School	
	Root Cause(s): Not enough opportunities for parent and community involvement	
	Needs Statement(s): (tail of fishbone) Need to provide opportunities for the parents and community to get involved in the school (1.4, 2.7, 5.2, 5.5, 6.1, 6.2, 6.3,)	
	Desired Outcome: (Needs statement restated in a positive) Provide multiple opportunities for the parents and community to get involved to promote collaboration and increase student achievement	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Increase parent and community involvement by 20% moving from 48% on the 2018 parent satisfaction survey to 68% on the 2019 parent satisfaction	
	Strategy: Create a volunteer program for parents and community.	Action Steps: <ul style="list-style-type: none"> Hold fingerprinting at each site to facilitate volunteers Provide substitutes for sites so admin/teachers can train volunteers once a quarter Create a district volunteer guide to support volunteer training
	Strategy: Increase communication with community	Action Steps: <ul style="list-style-type: none"> Help research local community partnerships with site principals

	Strategy: Support site with parent and community involvement.	Action Steps: <ul style="list-style-type: none"> ▪ Attend community events to support schools' sites with initiative ▪ Have public relations person go to sites to photograph events and volunteers. ▪ Add photos and highlight on volunteer programs on district website
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> ▪ Monitor sign in sheets and training ▪ Review parent survey data and meet with site leadership

Sample School Site IAP Worksheet

SAMPLE Primary Need #1	Primary Need: (head of fishbone) Strong Math Instruction Aligned to Standards	
	Root Cause: No adopted math curriculum	
	Needs Statement: (tail of fishbone) Need a written evidence and standards-based math curriculum implemented with fidelity and professionally learning for evidence-based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)	
	Desired Outcome: (Needs statement restated in a positive) Evidence and standards-based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 15% moving from 0% proficient or highly proficient on 2022 state assessment to 15% proficient or highly proficient on 2022 state assessment.	
	Strategy: Adopt an evidence and standards-based math curriculum.	Action Steps: <ul style="list-style-type: none"> Establish curriculum research committee Research available commercial curricula Visit schools with top 3 curriculum to view curriculum in action Select best fit curriculum Follow procedure to select and adopt a standards and evidence-based math curriculum
	Strategy: Research and implement evidence-based math instruction.	Action Steps: <ul style="list-style-type: none"> Establish a committee Research different pedagogy and methodologies Select strategies to be implemented in all classrooms and/or grade level bands Plan PD to support implementation and training of methodologies
	Strategy: Consistent high-quality professional development and support for all teachers.	Action Steps: <ul style="list-style-type: none"> Provide bi-weekly PD for 60 mins Provide bi-weekly planning PD to implement strategies Plan and ensure PLC sharing and discussions of resources used, student work and what works instructional strategies Plan and implement Peer observations Schedule and conduct administrative walk through observations with targeted feedback and teacher action plans
	<i>Strategy: Monitor Implementation</i>	Action Steps: <ul style="list-style-type: none"> Ensure teacher lesson plans reflect standards-based objectives and evidence-based instructional strategies Monitor teacher assessments Administrative walk through observation forms Determine successful completion of action steps on student achievement
	<i>Strategy: Evaluate Implementation</i>	Action Steps: Analyze summative assessment data

Monitoring and Evaluation Guiding Questions

Guiding Questions

Principle 1

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, are the systems of academic and fiscal accountability ensuring every student's success? How do we know?
- At quarterly intervals, are collaborations with staff, family and community members present? If not, how can we change this?
- At quarterly intervals, what assessments have been implemented at the school and/or district level? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Upon reviewing the school vision, does the vision statement we currently have set the direction for the way we want our school to now? in the future? Has our school progressed toward reaching the vision? How do we know?
- What characteristics does our school possess for its students to feel confident, connected, lifelong learners who are actively involved in school life?
- Upon review of teacher retention data, is our system retaining effective teachers and if an opening arising, recruiting effective teachers? If we are, what strategies are working to make sure that teachers feel valued and able to be effective? If not, what can be changed to assist in retaining teachers? If recruiting effective teachers, what systems are in place to make our system attractive and a viable option to effective teachers?
- Does our system have a balanced assessment system from the classroom to the school to the district level? What evidence do we have to a balanced system? If evidence is lacking, what pieces of the system need to be addressed?

Principle 2

- Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
- What evidence do we have that teachers are maintaining high academic expectations for all students throughout the school year?
- How is instructional planning and implementation aligning to the state standards? How do we know?
- At quarterly intervals, what role has formative assessment played in instruction for students and teachers? How do we know?
- At quarterly intervals, what formative and classroom summative assessments have been implemented in the classroom? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if

appropriate?

- At quarterly intervals, what professional learning opportunities, including PLC's have teachers and staff had the opportunity to participate in?
- At quarterly intervals, are collaborations with other teachers, staff, family and community members present? If not, how can we change this?

Principle 3

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, what non-instructional activities have occurred for students?
At quarterly intervals, what non-instructional activities have occurred for staff?
- Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.
- Upon review of the school year/daily schedule, how do we know we have maximized instruction? What evidence do we have?
- How does the daily/weekly contract day(s) provide for staff needs? How do we know?

Principle 4

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, what professional learning experiences have staff had the opportunity to be involved in that focus on implementation of adopted curricula? Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.
- Upon review, how do we know that our curricula resources are being implemented to show students' progress in mastery of standards in specific content areas? What is our evidence that instruction and resources do not have gaps?
- How do we know that our curricula are effective and provide continuous improvement for all students?
- What is our evidence?

Principle 5

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, how does the school environment build mutual respect among leadership, teachers, students, and families? What evidence do we have that respect exists among and between different stake holder groups?
- At quarterly intervals, how has staff had a voice in impacting school climate, conditions and culture?
- At quarterly intervals, what services have we provided the fully support the academic and social needs of all students? Are these services sufficient? How do we know?

Principle 6

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

- At quarterly intervals, how has the school maintained collaborative partnerships among families and the community?
- At quarterly intervals, how have parents and families had a voice and been communicated to throughout this school period? Are we meeting the needs of all stakeholders in communicating school events, vision, and educational outcomes? How do we know?

Resources for Evidence-Based Strategies

<http://www.azed.gov/improvement/evidence-based-practices/>

Searchable data base of evidence-based programs, practices and interventions

The Every Student Succeeds Act (ESSA) states that evidence-based “means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

Strong evidence from at least one well-designed and well-implemented experimental study;

Moderate evidence from at least one well-designed and well-implemented quasi experimental study;

Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;

or **Demonstrates a rationale based** on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Integrated Action Plans are required to be evidence-based and may use any level of evidence indicated above. Funding for the 7% Title I set aside for school improvement must be used for interventions meeting only the top three tiers of evidence (strong, moderate, promising).

Evidence for ESSA Johns Hopkins University/Center for Data-Driven Reform in Education <http://www.evidenceforessa.org/>

This website provides information on programs and practices that meet each of the top three ESSA levels in a given subject and grade level (e.g., secondary math, elementary reading). It includes brief program descriptions, information on costs, availability, and other pragmatics, and links to program web sites. You can refine a search to look for programs that have been successful with particular populations (e.g., English learners, special education), communities (e.g., urban or rural), and other special interest areas. You can also search by program name, enabling you to find information about evidence for all programs, including those that have not yet been successfully evaluated. The website currently contains information on reading and math programs in grades K-12.

Additional topics will be added in the future, and the website will be continually updated to include new programs and to reflect new evaluations.

What Works Clearinghouse, developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria) <https://ies.ed.gov/ncee/WWC/>

The What Works Clearinghouse (WWC), established in 2002, is an entity of the Institute of Education Sciences (IES) within the U.S. Department of Education. The WWC reviews evidence of effectiveness for programs, policies, and practices using a consistent set of standards. The WWC then creates products including Intervention Reports, Single Study Reviews, Quick Reviews, and Practice Guides to present findings on evidence-based best practices. Current topics that are reviewed by WWC include, Early Childhood, Literacy, Mathematics, English Learners, Teacher Excellence, and Dropout Prevention.

Learning Policy Institute <https://learningpolicyinstitute.org/product/evidence-based-interventions>

Achieving an equitable school system that leads to meaningful, relevant, and engaging learning opportunities for all children will require that states, districts, and schools undertake the different tasks—such as curriculum design, access to materials, and educator development—that will enable students to develop much richer learning supported by quality instruction. This resource examines the options available to states to redefine their accountability systems as they begin to implement the Every Student Succeeds Act (ESSA). It analyzes the research base and identifies the conditions under which they have shown to be effective. The four program areas identified in this resource are: high-quality professional development, class-size reduction, community schools and wraparound services, and High School redesign.

Promising Practices Network on Children, Families and Communities
http://www.promisingpractices.net/resources_highschoolgrad.asp

This website began as a partnership between four state-level organizations to improve the well-being of children and families. The Promising Practices Network (PPN) funding has concluded, so the website has been archived and materials have not been updated since 2014.

The PPN site features summaries of evidence-based programs and practices that are proven to improve outcomes for children. All programs have been reviewed for quality and to ensure that they have evidence of positive effects.

Programs are assigned to one of three category levels: Proven, Promising, or Other Reviewed Programs. The Programs that Work section can be browsed in several ways: by outcome area by indicator by topic by evidence level alphabetically.

PPN relied on publicly available information for reviewing a program's effectiveness and was interested in programs as they were designed and evaluated. Programs were assigned a "Proven" or "Promising" rating, depending on whether they met the evidence criteria. The "Other Reviewed Programs" are ones which did not undergo a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.

Evidence Criteria

- Types of Outcomes Affected Substantial Effect Size Statistical Significance Comparison Groups
- Sample Size
- Availability of Program Evaluation Documentation

Best Evidence Encyclopedia, developed by the Center for Data Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers) <http://www.bestevidence.org/>

The Best Evidence Encyclopedia (BEE) is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The BEE provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation.

Program reviews include Mathematics, Reading, Science, Early Childhood and Comprehensive School Reform.

National Center on Intensive Intervention at American Institutes for Research

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

This website provides information on data-based individualization (DBI), a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Results First Clearinghouse Database, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases) <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

This website includes a downloadable excel spreadsheet of compiled interventions by: category, policy area, intervention type and rating. The intervention rating included is based on a compilation of data from eight different clearinghouses. A direct link to the intervention website is also included in the downloadable spreadsheet. This is a great starting place to find interventions, as well as a quick check to see if interventions being used are considered effective.

Roadmap to Evidence Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University

<http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/>

The Everyone Graduates Center provides a roadmap to evidence-based reform for low graduation high schools. Resources include full reports, presentations, and teacher resources- all focused on addressing the dropout crisis.

RAND report on school leadership interventions under ESSA (categorized in ESSA evidence tiers) <http://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf>

The Every Student Succeeds Act (ESSA) presents a renewed focus on school leadership and acknowledges the importance of school principals to school improvement and effective instruction. ESSA repeatedly calls for the use of evidence-based activities, strategies, and interventions and establishes a framework with tiers of evidence when considering their proven impact on student success. This represents a shift in thinking regarding the justification of funds tied to Title funding, particularly as it relates to supporting school leadership. This report seeks to resolve some of the ambiguity that may still exist as states, districts, and schools seek to determine if activities qualify as evidence-based and therefore allowable.

Using Evidence to Create Next Generation High Schools, developed by the U.S. Department of Education (not categorized in ESSA evidence tiers) <https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

Next Generation High Schools are schools that redesign the high school experience to make it more engaging and worthwhile for high school students. In order to create such Next Generation High Schools, schools, districts, and States should utilize evidence-based strategies to transform high schools in ways that engage students and help prepare them for college and career success. Evidence-based strategies encompass a variety of approaches. This document highlights six general evidence-based strategies to improve America's high schools for the next generation. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone intervention or model for improving students' educational outcomes. Reviewed strategies for enhancing students' high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4) dual enrollment; 5) early college high schools; and 6) college and

Types of Data and How They May Be Used

Data Types and Uses Chart						
Data Type	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School LEA	
<i>Student Performance</i>	<i>Qualitative</i>	<i>Formative assessment</i>	<i>Self-reflection on progress and next steps</i> <i>Check progress toward learning goals</i>	<i>Difficulties and misunderstanding or misconceptions around learning goals</i>	<i>Not Applicable</i>	<i>10 dimensions of Formative Assessment which include Questioning and Feedback</i>
<i>Student Performance</i>	<i>Quantitative</i>	<i>Formative assessments</i>	<i>Current learning status relative to learning goals</i>	<i>Students' current learning status relative to lesson learning goals.</i> <i>Student achievement of target learning goals for specific intervention</i> <i>Guide dialogue on next steps in instruction</i> <i>Identify students who require additional support</i> <i>Identify students who need enrichment</i>	<i>Not Applicable</i>	<i>Identify patterns in proficiency</i> <i>Placement considerations</i> <i>Guide re-teach and enrich groups</i>

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Student Performance</i>	<i>Quantitative</i>	<i>State assessments</i>	<i>Know if they mastered the course standards</i>	<i>Determine the students' areas of strength and needed improvement</i>	<i>Identify areas of instruction that need more focus</i> <i>Identify areas of strength</i>	<i>Not Applicable</i>
			<i>Identify areas that they need to strengthen</i>	<i>Identify areas of instruction that need more focus</i> <i>Identify areas of strength</i>	<i>Identify teachers that need deeper support</i> <i>Inform improvement strategies for Teachers, School and Districts</i> <i>Measure end-of-year/course proficiency</i> <i>Meet accountability requirements</i>	
<i>Student Performance</i>	<i>Quantitative</i>	<i>Report card</i>	<i>Check overall grade point average (GPA) to track towards college expectations</i>	<i>Check any one student's grade history overall</i> <i>Review grades of all students in class to evaluate indicators of students' content knowledge</i>	<i>Check grades overall by grade to determine if there are deficiencies in curriculum at grade level or with any teacher</i>	<i>Use as a guide to determine if one teacher from grade level seems to need assistance with their teaching style or materials.</i>

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Student Performance</i>	<i>Quantitative</i>	<i>Attendance rates</i>	<i>Recognize how many days were missed and how this may have affected their learning time and consequently their grade</i>	<i>Check how often the student was [students were] in attendance in a semester or for a curriculum unit</i>	<i>See if there are issues with transportation or scheduling that may be causing too many students to miss school</i>	<i>Work as a leadership team to discuss administrative issues of transportation or class scheduling that may be a barrier for students to attend school</i>
<i>Student Performance</i>	<i>Quantitative</i>	<i>Subgroup population</i>	<i>Track individual progress</i>	<i>Track the students' progress towards proficiency</i> <i>Track subgroup progress for equitable access</i>	<i>Track the students' progress towards proficiency</i> <i>Track subgroup progress for equitable access</i>	<i>Not Applicable</i>
				<i>Grouping students within a Multi-Tiered System of Support (MTSS)</i>	<i>Grouping students within a Multi-Tiered System of Support (MTSS)</i> <i>Report data to the state</i>	

DATA TYPES AND USES CHART

Data Type	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Student Performance</i>	<i>Quantitative</i>	<i>Retention, promotion, graduation data</i>	<i>Track progress towards promotion or graduation</i>	<i>Determine which students are on track for promotion or graduation</i> <i>Determine which students may be retained or repeat the course</i>	<i>Determine the number of students on track for promotion or graduation</i> <i>Determine the number of students being retained, promoted, graduating</i>	<i>Not Applicable</i>
<i>Student Performance</i>	<i>Quantitative</i>	<i>Discipline referrals</i>	<i>Self-monitor discipline</i>	<i>Track individual student disciplinary issues</i>	<i>Identify behavior trends among the students within a school/LEA</i> <i>Track the number of disciplinary referrals issued by a school</i> <i>Track the number of disciplinary referrals issued by a teacher</i> <i>Identify behavior trends among the student population within the school</i>	<i>Not Applicable</i>
<i>Student Performance</i>	<i>Qualitative</i>	<i>Performance, project, product and/or portfolios</i>	<i>Track assignments and grades</i> <i>Track growth and proficiency</i>	<i>Track assignments and grades</i> <i>Track growth and proficiency</i>	<i>Use for evaluative purposes (teacher and administrator)</i>	<i>Not Applicable</i>

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Student Performance</i>	<i>Qualitative</i>	<i>Student surveys and/or interviews</i>		<i>Use for self-awareness of classroom instruction and management</i>	<i>Use for evaluative purposes (teacher and administrator)</i> <i>Determine climate and culture</i>	<i>Not Applicable</i>
<i>Student Performance</i>	<i>Qualitative</i>	<i>Anecdotal records (Journals, Learning Logs, Checklists, Running Records, Observational Data)</i>	<i>Check progress toward learning goals</i> <i>Clarify what has been learned and what comes next</i>	<i>Check individual and class progress against learning goals</i> <i>Guide dialogue on next steps in instruction</i>	<i>Identify students who require additional support</i> <i>Identify students who need enrichment</i> <i>Track trend data</i>	<i>Not Applicable</i>
<i>Personnel Data</i>	<i>Quantitative</i>	<i>Teacher evaluation</i>	<i>Not Applicable</i>	<i>Identify strengths and areas of growth</i> <i>Create a plan to improve practice</i>	<i>Identify teacher leaders</i> <i>Assign teachers to schools or classrooms</i> <i>Identify teachers who need additional support</i>	<i>Used to shape the work of instructional coaches and specialists</i> <i>Used to provide opportunities and resources for teachers</i>

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Personnel Data	Quantitative	Administrator evaluation	Not Applicable	<p>Identify strengths and areas of growth</p> <p>Create a plan to improve practice</p> <p>Compare school progress against school mission and vision</p>	<p>Assign administrators to schools</p> <p>Identify administrators who need additional support or resources.</p> <p>Identify administrators who could serve as mentors within the LEA</p>	<p>Used to shape the work of district leadership</p> <p>Used to provide opportunities and professional development resources for principals</p>
Personnel Data	Quantitative	Teacher – student ratios	May have an impact on student level of engagement	Used to determine methods of instruction and assessment	Used to determine allocation of resources and other supports	Not Applicable
				May have an impact on the relationship between teacher and student	<p>Used to determine the allocation of students and staff</p> <p>Identify trends among class sizes</p>	
Personnel Data	Quantitative	Experience data of teachers/admin	Not Applicable	Identify colleagues to collaborate with for professional learning opportunities	<p>Identify trends among teachers/admin for retention</p> <p>Determine the best schools for teachers/administrators to serve</p> <p>Partner teachers/administrators with other colleagues</p>	Not Applicable

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Personnel Data</i>	<i>Quantitative</i>	<i>Surveys</i>	<i>Not Applicable</i>	<i>Identify strengths and weaknesses</i> <i>Develop new teaching strategies</i> <i>Track responses over a period of time</i>	<i>Identify strengths and weaknesses</i> <i>Determine the need for additional resources or support systems</i> <i>Track responses over a period of time</i>	<i>Not Applicable</i>
<i>Personnel Data</i>	<i>Qualitative</i>	<i>Teacher and administrator portfolios</i>	<i>Not Applicable</i>	<i>Used to check progress toward student achievement goals</i> <i>Used to check progress toward instructional goals</i> <i>Used as a self-reflection tool</i>	<i>Used to check progress toward student achievement goals</i> <i>Used to check progress toward school goals</i> <i>Used as a self-reflection tool</i>	<i>Not Applicable</i>
<i>Program Data</i>	<i>Quantitative</i>	<i>Budget and resource allocations</i>	<i>Not Applicable</i>	<i>Used to understand the priorities, goals and objectives of school or LEA</i> <i>Used to determine what areas of focus will be supported financially</i>	<i>Used to justify the collection and expenditure of public funds</i> <i>Used to assess the available local, state and federal resources to meet financial needs</i>	<i>Not Applicable</i>

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Program Data</i>	<i>Quantitative</i>	<i>Number of students enrolled in various programs – advanced, intervention, prevention</i>	<i>Not Applicable</i>	<i>Used to understand the opportunities and supports offered in a school or LEA</i> <i>Used to identify gaps in student services</i>	<i>Used to assess school or LEA's success in both identifying and serving certain student populations</i> <i>Used to inform decisions around funding for programs</i> <i>Used to identify programmatic areas of growth or focus</i>	<i>Used to focus PD that helps staff, teachers, and administrators to identify students for the growth of individual programs.</i>
<i>Program Data</i>	<i>Qualitative</i>	<i>Meeting agendas, minutes</i>	<i>Not Applicable</i>	<i>Used to identify topics of importance for administration</i> <i>Used for accountability of administration, self, and colleagues</i>	<i>Used to share information with school/LEA community</i> <i>Used for accountability of school/LEA administration, teachers, and staff</i>	<i>Not Applicable</i>
<i>Program Data</i>	<i>Qualitative</i>	<i>Awards and photos</i>	<i>Not Applicable</i>	<i>Used to build a sense of community</i> <i>Used to share student successes with families and community</i>	<i>Used to build a sense of community</i> <i>Used to share successes of school/LEA</i>	<i>Not Applicable</i>

DATA TYPES AND USES CHART						
Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Student	Teachers	School/LEA	
				<i>Used to document specific projects and events that should be replicated</i>	<i>Used to document specific projects and events that should be replicated</i>	
<i>Program Data</i>	<i>Qualitative</i>	<i>Staff interviews</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Used to inform schools and LEA administration of positive and negative perceptions of staff</i> <i>Used to inform decisions regarding staff</i>	<i>Not Applicable</i>
<i>Program Data</i>	<i>Qualitative</i>	<i>Bulletins/ Newsletters</i>	<i>Not Applicable</i>	<i>Used to build a sense of community</i> <i>Used to communicate information with families and community</i> <i>Used to inform frequency of communication with stakeholders</i>	<i>Used to build a sense of community</i> <i>Used to communicate information with families and community</i> <i>Used to inform frequency of communication with stakeholders</i>	<i>Used to guide PD around effective communication strategies with families and the community</i>

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
<i>Program Data</i>	<i>Qualitative</i>	<i>Workshop and professional learning evaluations</i>	<i>Not Applicable</i>	<i>Used to inform teachers of the success of professional learning that they delivered or with which they assisted</i> <i>Used to analyze gaps in professional learning offerings</i> <i>Used to assess needs</i>	<i>Used to inform teachers of the success of professional learning that they delivered or with which they assisted</i> <i>Used to analyze gaps in professional learning offerings</i> <i>Used to assess needs</i>	<i>Not Applicable</i>
<i>Program Data</i>	<i>Quantitative</i>	<i>Family demographics</i>	<i>Not Applicable</i>	<i>Used to understand student demographics</i> <i>Used to plan instruction that addresses the whole child</i>	<i>Used to support instruction that addresses the whole child</i> <i>Used to determine the kinds of supports that families need</i> <i>Used to assess the strengths of the school community</i>	<i>Not Applicable</i>
<i>Program Data</i>	<i>Quantitative</i>	<i>School / Business partnerships</i>	<i>Not Applicable</i>	<i>Used to leverage the strengths of the community for the growth of the student population</i>	<i>Used to leverage the strengths of the community for the growth of the school or LEA programs</i>	<i>Not Applicable</i>

CNA Glossary

The purpose of this document is to provide common language around key vocabulary found in CNA indicators and elements. Please use this glossary of terms to support the conversations during stakeholder discussion on Comprehensive Needs Assessment indicators and future planning.

Accelerated Curriculum: Additional, qualitative curriculum accessible to students who need additional challenges or enrichment that is beyond the scope of the core curriculum.

Accommodate: Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, and student responses, environmental structuring, and/or other attributes which provide a student with a disability access to participate in a course/ standard/ test, which DO NOT fundamentally alter or lower the standard or expectations of the course/ standard/test.

Actionable Data: Data that provides the user meaningful and impactful information that compels action on the part of the user.

Actionable Feedback: Constructive critique or praise that provides a suggested future course of action.

Adaptations: Adaptations are changes in educational environments which allow students equal opportunity to obtain access, results, benefits, and levels of achievement.

Assessment: A variety of methods and tools educators use to evaluate, measure and document academic readiness, learning progress, and needs of students.

Assessment Systems: A balanced, coordinated, and comprehensive system of multiple assessments each of which is valid and reliable for its specified purpose and for the population with which it will be used. Educators and other stakeholders need multiple types of assessment to serve their decision-making needs.

Benchmark Assessments (interim assessments): Assessments typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions:

- **instructional** (to supply teachers with individual student data),
- **predictive** (identifying student readiness for success on a later high-stakes test), and/or
- **evaluative** (to monitor ongoing educational programs).

Cognitive Demand: The level of cognition required for a student to complete a task, i.e. low cognitive demand=memorization, high cognitive demand= drawing conclusions.

Continuum: A coherent whole characterized as a collection, sequence, or progression of values or elements varying by degrees.

Curricula: Subjects comprising a course of study

Curriculum: Defined as the totality of student experiences that occur through the educational process. A planned sequence of instruction.

Core Curriculum: The body of knowledge, skills and attitudes expected to be learned by all students, such as languages, mathematics, arts, physical education, science, and social studies. Core Curriculum is aligned to state standards and made accessible to all students.

Data Literacy – Abbreviated Definition: A data-literate educator possesses the knowledge and skills

to access, interpret, act on, and communicate about data to support student success. (Data Quality Campaign, 2014). It is the use of data sets to provide a deeper understanding of student learning

Data Literate Leaders: Leaders “can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use,” (Data Quality Campaign, 2014). Data-literate educators **continuously, effectively, and ethically access, interpret, act on, and communicate** multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators’ professional roles and responsibilities.(Data Quality Campaign, 2014)

- **Continuously:** using data as part of daily routines and on an ongoing basis, rather than as a one-time event
- **Effectively:** using data to inform improved and tailored instruction, collaboration with colleagues, and other practices for the purposes of improving student learning
- **Ethically:** *using information with professionalism and integrity, for intended uses only, and with consciousness of the need to protect student privacy*
- **Access:** *know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to get the data (through electronic or other sources)*
- **Interpret:** *take data and analyze and/or synthesize them to turn them into information appropriate for addressing the given problem or question*
- **Act:** *take relevant information and apply it to generate further questions and/or apply it to decision-making appropriate to the given question*
- **Communicate:** *share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and others as applicable, to generate further questions, inform decision-making, or provide **diagnostics** (diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted sub-skills a student does or does not possess; provides the information needed to guide decisions to appropriately design or modify instructional activities to meet an individual student’s need).*

Data Team: Team of staff, including teachers that review the student level data to determine next steps(PLCs, grade level team, content team, etc.).

Differentiated Instruction: Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Disaggregated Data: Data set that has been divided in detailed subcategories to be examined.

Diverse Learner: Students who have a specific set of needs, i.e., special education, gifted, English learner; students identified as requiring enhanced teaching methods or additional instructional opportunities.

Diversity: Includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another; about race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code. This definition also includes diversity of ideas, perspectives, and values.
Individuals may affiliate with multiple identities.

Educational Equity: all students are provided with the resources they need to produce comparably positive academic and social outcomes regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code.

Educational Outputs: The direct effects on the students in relation to their knowledge acquisition, skills, beliefs, and attitudes, because of adult actions and behavior.

Enrichment Program: Opportunities and time outside of school day for students to extend learning once they have demonstrated mastery

Evidence-based: Evidence-based improvement, as outlined by Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have a solid evidence-base. Four levels of evidence comprise this concept:

1. Strong evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well- designed and well- implemented study.
2. Moderate evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least on well- designed and well- implemented quasi-experimental study.
3. Promising evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well- designed and well- implemented correlational study with statistical controls for selection bias.
4. Demonstrates a rationale – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

Experiential Learning Opportunities: Hands on learning that includes a reflection of one's own learning as part of the process.

Externships: Experiential learning opportunities, like internships but markedly less rigorous, provided by educational institutions to give students short practical experiences in their field of study.

Formative Assessment: Assessment conducted to modify teaching and learning activities to improve student achievement. Formative assessment is a process used by teachers and students **during instruction** that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Gap Analysis: To determine the differences between the current state of knowledge and practices and the desired state.

Horizontal Alignment: Cross-disciplinary linkages between content and standards within a grade level

Inclusion: The act of creating environments in which any individual or group is welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces difference and offers respect in words and actions for all people.

Interim Assessments (Benchmark Assessments): Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfil one or more of the following functions:

- **instructional** (to supply teachers with individual student data),
- **predictive** (identifying student readiness for success on a later high-stakes test), and/or
- **evaluative** (to appraise ongoing educational programs).

Internships: an opportunity offered to students interested in gaining work experience.

Intersessions: Short periods between terms, sometimes used by students to engage in learning outside the normal academic program.

Intervention (program): Action taken to improve a situation or outcome. In ESSA, the term “intervention” is used broadly to encompass strategies.

Intervention (specific): A specific academic or behavioral strategy or program that differs from activities occurring in tier I instruction of the general curriculum designed to build and/or improve students’ skills in a targeted area as determined by data.

Intervention Curriculum: Additional curriculum provided to students in a specific skill deficit area.

Job-embedded professional development (JEPD): Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning. It is primarily school, or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Lagging Indicators: Lagging indicators are indicators of past performance that measure how we performed. Lagging indicators have been the primary focus for education to monitor effectiveness. However, lagging indicators do not provide us with the actionable information, leading indicators do that.

- *State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement level, and for each subgroup.*
- *Percentage of limited English proficient students who attain English language proficiency.*
- *School improvement status.*
- *College enrollment rates; and*
- *Graduation rate.*

LEA: Local Educational Agency governed by a local board of education (a district or charter).

Leading Indicators: Leading indicators predict or influence future outcomes or conditions. They are measures of future performance. Systematically collected data on an activity or condition that is related to a subsequent and valued outcome, as well as the processes surrounding the analysis of those data and the associated responses. Leading indicators provide the right people with the right information at the right time. And leading indicators, when properly disaggregated, can shed light on underperforming students and student groups so we can address risk of academic failure with changes to instruction, supports, and policies. Identifying leading indicators often prompts improvements in a district’s system of supports. Leading indicators are actionable for the target population.

Leading Indicators include:

- *Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.*
- *Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes.*
- *Dropout rate.*
- *Student attendance rate.*
- *Discipline incidents.*
- *Truants.*
- *Distribution of teachers by performance level on an LEA’s teacher evaluation system; and*
- *Teacher attendance rate.*

Modifications: changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a

course/standard/test, which DO fundamentally alter or lower the standard or expectations of the course/standard/test.

Multi-tiered Systems of Supports (MTSS): An instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.

Providing what each student needs, when they need it, for as long as they need it.

Pacing Guide: An instructional timeline showing what teaching teams plan to cover over the course of the school year.

Professional Learning Community: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve; answering the questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?

Professional Development: Activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards, that are sustained, intensive, collaborative, job- embedded, data-driven, and classroom-focused, and **may include** activities that:

- *improve and increase teachers' knowledge of the academic subjects the teachers teach; understanding of how students learn; ability to analyze student work and achievement from multiple sources.*
- *use data and assessments to inform and instruct classroom practice, including how to adjust instructional strategies and assessments; improve classroom management skills.*
- *use effective, evidence-based instructional strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and*
- *are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.*

Rigorous – Teaching and learning experiences that push and support every student to engage in processes that challenge them to reach their individual potential.

Root Cause Analysis: the process of identifying the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.

Screeners: Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional instruction

Subgroup Populations: Groups of students who are identified as having a similar characteristic, for example, children who are homeless, in foster care, from migrant families, English Learners (ELs), students with disabilities, ethnic groups and economically disadvantaged youth (Every Student Succeeds Act. 2015).

Stakeholders: Parties with an interest or concern in the school (i.e. parents, teachers, students, community members, district administrators).

Student Agency: Level of control a student has over their own learning (choice of learning environment, subject matter, approach and/or pacing).

Success Criteria: Specific, concrete, measurable description of what success looks like when it is achieved.

Summative Assessments: Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards. Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.

Supplemental Curriculum: Additional curriculum that is specific to a student need or a classroom need where there may be a learning gap or gap in the curriculum for a specific standard being taught, may be accessible to individual students or an entire classroom of students.

Systematically: Done or acting according to a fixed plan, a step-by-step manner; a methodical procedure marked by thoroughness and regularity.

Systemic: Changes that impact multiple levels of the education system, such as elementary, middle, and high school programs; throughout a defined system, such as district-wide or statewide reforms; that are intended to influence, every student and staff member in school or system; or that may vary widely in design and purpose, but that nevertheless reflect a consistent educational philosophy or that are aimed at achieving common objectives.

Universal Design for Learning: Provides proactive flexibility in the way information is presented, in the way students respond or demonstrate knowledge and skills, and in the way, students are engaged; reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students.

Vertical Alignment: Linkage where higher skill levels and standards mastery are built on behavior and knowledge gained in the performance of tasks at the lower skill level.

Well-Rounded Education: "...courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience" (Every Student Succeeds Act. 2015).

Whole Child Education: The whole-child approach supports and nurtures all areas of children's development and learning—from social-emotional and cognitive skills to literacy, math, and content understanding. Its goals are to ensure each child is healthy, safe, engaged, supported, and challenged

Comprehensive Needs Assessment Research Base

<i>Principle</i>	<i>Author/Organization</i>	<i>Title</i>
1	William and Mary School of Education Consideration Packets	<u>Strategies for Creating Effective School Leadership Teams</u>
1	ASCD	<u>Resilient School Leaders: Strategies for Turning Adversity Into Achievement (2005) by Jerry L. Patterson and Paul Kelleher</u>
1	Pete Hall, Deborah Childs- Bowen, Ann Cunningham- Morris, Phyllis Pajardo and Alisa A. Simeral	<u>The Principal Influence: A Framework for Developing Leadership Capacity in Principals (2016)</u>
1	Yvette Jackson and Veronica McDermott	<u>Aim High, Achieve More: How to Transform Urban Schools Through Fearless Leadership (2012)</u>
2	ASCD	<u>Leading for Differentiation: Growing Teachers Who Grow Kids (2015) by Carol Ann Tomlinson and Michael Murphy</u>
2	Jay McTighe and Grant Wiggins	<u>Essential Questions: Opening Doors to Student Understanding (2013)</u>
2	Jeff C. Marshall	<u>The Highly Effective Teacher: 7 Classroom-Tested Practices That Foster Student Success (2016)</u>
2	Daniel R. Venables	<u>How Teachers Can Turn Data into Action (2014)</u>
2	Alyssa Mattero, Partnerships Manager , Scholastic Administration	<u>That Makes an Effective Teacher: 3 Teaching Skills Proven to Identify Highly Effective Teachers</u>
2	Robert J. Walker, Robert J. Walker, Ed.D.	<u>Twelve Characteristics of an Effective Teacher A Longitudinal, Qualitative, Quasi- Research Study of In-service and Pre- service Teachers' Opinions</u>
2	National Council for Accreditation of Teacher Education	<u>What Makes a Teacher Effective a summary of key research findings on teacher preparation</u>
2	Thomas J. Kane	<u>Education Next, Capturing the Dimensions of Effective Teaching, Student achievement gains, student surveys, and classroom observations</u>
2	Kelly Harmon, Staff Developer, Learning Sciences International, Marzano Center	<u>Planning for Effective Instruction: Best Practices</u>

3	E. Silva, 2007, NAESP	<i>On the Clock: Rethinking the Way Schools Use Time</i>
3	Solutions that Work	<i>Maximizing the effective use of school time by teachers and students,</i>
3	Stanford University	<i>Principal Time-Use and School Effectiveness, School Leadership Research Report No. 09-3</i>
4	Angela Di Michele Lalor	<i>Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success (2016)</i>
5	ASCD Educational Leadership	<i>"Creating Collaborative Cultures"</i>
5	ASCD Educational Leadership	<i>"The Challenge of Assessing School Climate"</i>
5	ASCD Educational Leadership	<i>"Trends: Conflict Resolution / Changing School Culture"</i>
5	ASCD Educational Leadership	<i>"Orchestrating School Culture"</i>
5	ASCD Educational Leadership	<i>"The Principal Connection / School Culture: An Invisible Essential"</i>
5	ASCD Educational Leadership Articles	<i>"Leading to Change / How Do You Change School Culture?"</i>
5	ASCD Educational Leadership	<i>"Keeping It Alive: Elements of School Culture That Sustain Innovation"</i>
5	Kickboard	<i>8 Aspects of a Positive School Climate & Culture</i>
5	National Education Association	<i>Importance of School Climate</i>
5	Greater Good, Berkeley	<i>How to Create a Positive School Climate, Greater Good, Berkeley</i>
5	Edutopia	<i>You Need an Elevator Pitch About School Culture and Climate</i>
5	Kane, L., Hoff, N., Cathcart, A., Heifner, A., Palmon, S. & Peterson, R.L. (2016, February)	<i>School climate & culture. Strategy brief.</i>
5	Spicer, Felecia V.	<i>"School Culture, School Climate, and the Role of the Principal." Dissertation, Georgia State University, 2016</i>
6	Amy C. Berg, Atelia Melaville Martin J. Blank Coalition for Community Schools Foundation	<i>Community & Family Engagement</i>

6	Education NEA Education Policy and Practice Department, Center for Great Public Schools	<i>NEA Policy Brief, Parent, Family, Community Involvement in Education</i>
6	Family Involvement Network of Educators (FINE), Harvard Family Research Project (HFRP), 2005	<i>Taking a Closer Look: A Guide to Online Resources on Family Involvement</i>
6	NEA/PTA Parent Guides	<i>NEA/PTA Parent Guides</i>
6	JL Epstein	<i>School, family, and community partnerships: Preparing educators and improving schools</i>
6	ASCD Educational Leadership Articles	<u><i>"Schools, Families, Communities Involvement or Engagement?"</i></u>
1, 2	Kenneth Baum and David Krulwich	<u><i>The Artisan Teaching Model for Instructional Leadership: Working Together to Transform Your School (2016)</i></u>
1, 2	Robert J. Marzano, Tony Frontier and David Livingston	<u><i>Effective Supervision: Supporting the Art and Science of Teaching (2011)</i></u>
1, 2	Charlotte Danielson	<u><i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007)</i></u>
1, 2, 3	Richard DuFour	<u><i>All Things PLC</i></u>
1, 2, 3	Richard DuFour	<u><i>What Is A Professional Learning Community?</i></u>
1, 2, 4	Douglas B. Fisher, Nancy E. Frey and Stefani Arzonetti Hit	<u><i>Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (2016)</i></u>
1, 2, 4, 5	Robert J. Marzano	<u><i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (2007)</i></u>
1, 2, 4, 5	Wendy L. Ostroff	<u><i>Cultivating Curiosity in K–12 Classrooms: How to Promote and Sustain Deep Learning (2016)</i></u>
1, 2, 5	Douglas Fisher, Nancy Frey and Ian Pumpian	<u><i>How to Create a Culture of Achievement in Your School and Classroom (2012)</i></u>
1, 2, 5	Steve Gruenert and Todd Whitaker	<u><i>School Culture Rewired: How to Define, Assess, and Transform It</i></u>
1, 2, 5	ASCD	<i>Leading with Focus: Elevating the Essentials for School and District Improvement (2016) by Mike Schmoker</i>
1,2	ASCD	<i>School Leadership That Works: From Research To Results (2005) by Robert J. Marzano, Timothy Waters and Brian A. McNulty</i>

1,2	ASCD	<i>What Every School Leader Needs to Know About RTI (2010) by Margaret Searle</i>
1,2,3,4,	ASCD	<i>Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker</i>
1,2,4	<i>The Wallace Foundation</i>	<i>The School Principal As Leader: Guiding Schools To Better Teaching And Learning</i>
All	<i>Michael Fullan</i>	<i>Books and articles on leadership, change and culture</i>
All	William and Mary School of Education Consideration Packets	<i>Strategies for Creating Inclusive Schools</i>
All	ASCD	<i>The Learning Leader: How to Focus School Improvement for Better Results (2006) by Douglas B. Reeves</i>
All	ASCD	<i>The Results Field Book: Practical Strategies from Dramatically Improved Schools (2001) by Michael J. Schmoker</i>
All	ASCD	<i>A World-Class Education: Learning from International Models of Excellence and Innovation (2012) by Vivien Stewart</i>
All	ASCD	<i>You're the Principal! Now What? Strategies and Solutions for New School Leaders (2016) by Jen Schwanke</i>
All	ASCD	<i>New Leaders for New Schools</i>
All	ASCD Educational Leadership Articles	<i>Using Data to Improve Student Achievement, \</i>
All	ASCD Educational Leadership Articles	<i>Schools as Learning Communities</i>
All	Robert J. Marzano and John L. Brown	<i>A Handbook for the Art and Science of Teaching (2009)</i>
All	Katy Ridnour	<i>Everyday Engagement: Making Students and Parents Your Partners in Learning (2011)</i>
All	NEA	<i>Using Student Achievement Data to Support Instructional Decisions</i>
All	Amplify	<i>5 ways to use data to improve your teaching</i>
All	What Works	<i>Principles of Data-Driven Instruction, Doing What Works</i>

All	Larry Cuban	<i>Data-Driven Instruction and the Practice of Teaching</i>
All	Paul-Bambrick-Santoyo	<i>Driven By Data: A Practical Guide to Improve Instruction</i>
All	Paul-Bambrick-Santoyo	<i>Leverage Leadership</i>
All	Center on School Turnaround Publications	<i>Various Publications</i>
All	Center on Great Teachers and Leaders Publications	<i>Various Publications</i>
All	American Institutes for Research Publications, meetings and discussions	<i>Various Publications, meetings and discussions</i>
All	ASCD	<i>Results: The Key to Continuous School Improvement, 2nd Edition (1999) by Mike Schmoker</i>
All	New England Resource Center for Higher Education (NERCHE). Self-Assessment Rubric for the Institution of Diversity, Equity and Inclusion in Higher Education.	Retrieved from https://www.utica.edu/academic/Assessment/new/diversity,%20equity,%20and%20inclusion.pdf
DATA	ASCD	<i>Questions That Count</i>

FY24 CNA and IAP Team Plan

LEA & School Name

FY24 CNA will be completed by [date] | FY24 IAP will be completed by [date]

Planning Team Members

Name	Title/Role	Responsibilities in Planning Process

Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA)

Task Description	Who Will Complete?	By When?	Mtg Date(s)/Time(s)	Status [not started, in progress, completed] + Date + any relevant notes
Determine CNA ratings for all Principles and Indicators based on data and evidence				
Identify Principles and Indicators with lowest scores and prioritize 3-4 Primary Needs.				
Enter Indicator scores into GME (Principles 1-6 Required)				
Complete Data Assurances section in GME				
Complete Fishbones (Root Cause Analysis) for each Primary Need <i>*reminder: If TSI, subgroups must be clearly represented in RCA/fishbones</i>				
Upload Fishbone documents in GME (3 required)				
Enter Final CNA Summary in GME				

Integrated Action Planning				
Task Description	Who Will Complete?	By When?	Mtg Date(s)/Time(s)	Status [not started, in progress, completed] + Date + any relevant notes
Determine evidence-based strategies and practices that will support the achievement of the desired outcomes from the root cause analyses.				
Develop all required Impact SMART goals based on your School Improvement Classification (student impact goals; “what”)				
Develop several Process SMART goals (implementation goals; “how”)				
Complete a Principle Summary Box for each identified Primary Need in GME IAP				
Determine Evidence-Based Strategies that will support the achievement of the desired outcome and SMART goal(s) and enter in GME IAP				
Determine Action Steps that will lead to the implementation of evidence-based strategies and enter in GME IAP (include the title, description, person responsible, and timeline)				
Determine Monitoring and Evaluation Action Steps for each Strategy				
Apply all required program and funding tags to all action steps associated with school improvement classifications and grant applications				

(For Non-Title I Schools) Disregard notes about GME specifics. Email your Specialist all finalized planning documentation (CNA, Fishbones, IAP).				