School Improvement Guidance
2021-22 (FY22)
Comprehensive Support and Improvement
(includes State Designated "F" Schools)

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Comprehensive Support and Improvement
CSI schools are identified every three years.

CSI-Low Achievement Schools were scheduled to be re-identified fall 2020 based on spring 2020 data.

Due to COVID (cancelled state assessments) CSI-Low Achievement Schools were frozen.

ADE applied for a waiver to postpone identification until 2022-23 based on Spring 22 data to ensure data validity and fairness. ==**As of 2/17/21, we have not received a response to this waiver. Therefore, current CSI (low achievement) and TSI schools are eligible for FY22 grants to continue to implement IAP strategies and action steps. Once US ED responds, more information will be shared.**==

Comprehensive Support and Improvement Schools: Lowest Performing Schools

ESSA requires **all** schools, traditional and alternative, be identified based on the same criteria (This is a key difference between State and Federal Accountability). *Federal system of meaningful differentiation includes **all** schools (traditional and alternative) using one set of measures. The federal system will identify Comprehensive and Targeted Support and Improvement schools as required by ESEA section 1111(c)(4)(D).*

The following criteria will be used to identify at minimum, the lowest- performing five percent of all schools receiving Title I, Part A funds as required by *ESSA section 1111(c)(4)(D)* beginning in Spring 2020 (COVID postponed)

K-8 schools		9-12 Schools		Combination including 12		Combination **NOT** including 12	
Proficiency	60%	Proficiency	60%	Proficiency	60%	Proficiency	60%
Growth	20%			Growth	10%	Growth	20%
EL (Achievement and growth)	10%	EL (Achievement and growth)	10%	EL (Achievement and growth)	10%	EL (Achievement and growth)	10%
Chronic Absenteeism	10%			Chronic Absenteeism	10%	Chronic Absenteeism	5%
		Drop -out	10%	Drop -out	5%	Drop -out	5%
		Graduation Rate	20%	Graduation Rate	5%		

Additionally, Arizona is required to identify K-2 schools for Comprehensive Support and Improvement

The new **K-2 model** is based on the following criteria:
- Proficiency and English language learning (EL) based on the AZELLA statewide test for English language learning proficiency levels-10%
- Proficiency is based on the statewide assessment and alternative assessment for English Language Arts (ELA) and Math statewide tests-90%

Important Note:
2021 More Rigorous Interventions

CSI schools are expected to <u>exit within four years of identification</u>; for schools identified in 2017, by <u>Spring 2021 (COVID postponed - 2022)</u>.

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

The law: *more rigorous interventions are required for CSI schools that fail to meet the state-determined exit criteria within a state determined number of years, not to exceed four years (see Section 1111(d)(3)(A)(i)(I) of ESEA, ESSA, 2015).*

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

Comprehensive Support and Improvement schools that have not exited, after four years, made insufficient progress to exit comprehensive support and improvement status will receive intensified technical assistance and supports.

An Arizona Department of Education team will facilitate the following:
- Development of shared data-driven decision-making cycle
- Development of onsite Leadership Team, roles and responsibilities
- Comprehensive Needs Assessment
- Onsite focus groups for staff, students and community
- Root Cause Analyses using the Fishbone diagram and five whys
- Development of evidence-based strategies and action steps including data indicators and specific goals
- Alignment of funds to meet goals
- Data-driven targeted professional learning
- Ongoing monitoring and support

Implementation of systemic improvement through an equity lens:
- School culture
- Instructional infrastructure
- Talent management

Organizations who have not made progress will also be subject to some or all of the following:
- Use of 90 action plans
- Quarterly Reflections that include data and progress indicators for IAP implementation
- Additional site visits that include meetings with LEA support team
- Additional assurances

CSI (including "F: schools), and SIG School Requirements

1. Comprehensive Needs Assessment (CNA) and thorough Root Cause Analyses (RCA) for each primary need (minimum of 3 fishbones)– completed annually in GME

2. LEA Integrated Action Plan **and** School Integrated Action Plan **in** GME
   a. LEA and School Integrated Action Plan (IAP) to address identified primary needs from CNA, reviewed quarterly and revised annually
      i. For selected Principles include:
         - primary need
         - root cause analysis
         - need statement
         - desired outcome
         - strategy/ies
         - action step/s
   b. Use of evidence-based programs, strategies, practices and/or interventions
   c. Required SMART Goals
      - State assessments- All students ELA and Math achievement
      - AIMS Science – All students Science achievement
      - Subgroups ELA and Math
      - Leading and lagging indicator goals
      - CNA process goals

3. Effective Implementation of Required School Systems
   a. Culture
   b. Talent Management
   c. Instructional Infrastructure

4. Quarterly Benchmark Analysis and IAP Reflection

5. Assurances

6. Evidence Tool to demonstrate success for grant funded strategies and action steps

7. Minimum of two site visits (1 Fall, 1 Spring)

8. Contact Forms on website http://www.azed.gov/improvement/lea-contact/

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

Federal Targeted Support and Improvement (TSI) Schools

ESSA designates <mark>two types</mark> of TSI schools.

1. **Additional Targeted Support and Improvement Schools (aTSI)** that were first identified for SY 2018-19, based on Spring 2018 AzMERIT scores. They are any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School. They are reidentified every three years. If they don't meet exit criteria by the end of the 4th year, they become Comprehensive Support and Improvement Schools.

  □ The Targeted Support and Improvement N count is 20.
  □ Subgroup achievement in the bottom 5% of Title I schools

Exit Criteria for Additional TSI Schools (aTSI)

  □ A minimum of two years of consecutive increased subgroup achievement; and
  □ Implementation of school improvement goals, strategies and action steps relative to subgroup achievement in state required Integrated Action Plan; and
  □ Subgroup achievement above bottom 5% of Title I schools.

2. ESSA also requires identification of **Targeted Support and Improvement (TSI)** schools with "Consistently underperforming" subgroup/s. *"Consistently underperforming"* is defined as a school identified as having has one or more very low achieving subgroups (lowest 2%) *for three consecutive years.* The three years of data will be available beginning spring 2021. First identification of this category was scheduled for August 2021 but due to COVID. <mark>The waiver requested postponement to 2022. More communication with LEAs will occur as soon as US ED responds to waiver.</mark> These schools are **identified annually**. Therefore, there is no exit criteria.

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

Per ESSA, **The LEA with TSI Schools is responsible for the following:**

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

Targeted Support and Improvement LEA Requirements

LEA Requirements

1. **Complete School and LEA Contact Forms** on School Support and Improvement website for the LEA and TSI School/s at: http:// www.azed.gov/improvement/.
This is how we know who to contact.

2. **Complete Assurances**
Review, sign, upload in EMAC (information to follow)

3. **Complete LEA Integrated Action Plan**
Address trends and patterns across the identified schools
- Include all required elements for selected principles
  - Primary need
  - Root cause
  - Need statement
  - Desired outcome
  - Strategies (specific to subgroup achievement)
  - Action steps (implementing, monitoring and evaluating)
    - Use of evidence- based programs, practices and/or interventions
    - Tag action steps **TSI** (program tag) and/or TARGSUPPIMPR (funding tag)
  - SMART goals - Subgroup goals to address low achievement
    - Leading and lagging indicators
    - Process and impact goals as appropriate
    - ELA and Math proficiency

4. **Maintain records and evidence** of TSI school oversight, support and monitoring
5. **Submit all requested SSI documents** in a timely manner
6. **Participate in Fall and Spring TSI Check-ins**

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

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

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

2. School Integrated Action Plan*(IAP)

Addressing identified school unique primary needs and root causes from CNA relative to each identified low achieving subgroup (Title I schools submit in the Planning Tool in GME and Non-Title I use School IAP Plan template and submit to LEA) (appendix D/appendix I)

Required elements for selected principles (appendix C):
☐   Primary Need
☐   Root Cause
☐   Need Statement
☐   Desired Outcome
☐   Strategies (specific to subgroup achievement)

☐   Action steps
  ▪ Use of evidence-based programs, practices and/or interventions
    ▪   Tag action steps **TSI** (program tag) and/or **TARGSUPPIMPR** (funding tag)
☐   SMART goals - Subgroup goals to address low achievement
  ▪   Leading and lagging indicators
  ▪   Process and impact goals as appropriate
  ▪   ELA and Math

3. Implement, monitor and evaluate TSI School IAPs

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

LEA Desktop Monitoring Protocol-Fall and Spring check-ins will be held with your assigned Specialist.

TSI LEA Monitoring – Checkpoint #1			
LEA Name:			
TSI School(s) and Subgroups:			
LEA Representative Name:			
ADE Specialist Name:			
Date:			
A. CHECKLIST Directions: Please use an "X" to indicate whether or not these items have been completed.			
		Yes	No
Overall Process:	All TSI schools have completed the CNA, RCA, and SIAP (current school year).		
	All TSI site principals received their TSI subgroup designations and data.		
Comprehensive Needs Assessment (CNA):	The needs of the TSI subgroup(s) were considered as the schools completed the CNA.		
Root-Cause Analysis (RCA):	The school's targeted subgroup(s) are represented in the fishbone diagrams (either embedded in the top 3 primary need fishbone diagrams or within their own fishbone diagram).		
School Integrated Action Plan (SIAP):	A TSI SMART Goal is present for each identified TSI subgroup.		
	Evidence-based strategies are present that will address desired outcomes for TSI subgroup(s).		
	Implementation action steps are present that will address desired outcomes for TSI subgroup(s).		
	Monitoring action steps are included to describe how the TSI strategies will be monitored for fidelity and implementation.		
	Evaluation action steps are included to describe how the TSI strategies will be evaluated for success of implementation and increased achievement.		
	Each TSI action step includes the TSI program tag.		
LEA Integrated Action Plan (LIAP):	A TSI SMART Goal is present for each identified TSI subgroup.		
	Evidence-based strategies are present that will address desired outcomes for TSI subgroup(s).		
	Implementation action steps are present that will address desired outcomes for TSI subgroup(s).		
	Monitoring action steps are included to describe how the TSI strategies will be monitored for fidelity and implementation.		
	Evaluation action steps are included to describe how the TSI strategies will be evaluated for success of implementation and increased achievement.		
	Each TSI action step includes the TSI program tag.		
Grants Management (GME):	The LEA has a current TSI grant.		
	The LEA has a procedure for overseeing grant expenditures and ensuring fiscal compliance.		

TSI LEA Monitoring – Checkpoint #1	
A. NARRATIVE QUESTIONS	
1. Who are the LEA personnel involved with the communication, implementation, and monitoring of the TSI programming?	
2. It is the LEA's responsibility to support and monitor each school with low achieving subgroup(s). Describe how the LEA has communicated TSI expectations to your school(s) and staff this year.	
3. Based on the LEA's analysis of the TSI schools' needs assessments and root cause analyses, what trends were identified across schools? What unique needs of specific schools were identified for the current school year?	

4. What data will you collect this year to determine if your school(s) is/are on track to meet their TSI goals?
 	
Consider both:
    a.   Implementation data
    b. Student outcome data	

5. How will you use this data to make ongoing decisions about instructional practices and supports, and prioritize resources to TSI schools with the highest needs?	
6. How will you monitor TSI schools this year to ensure implementation of their integrated action plan's TSI strategies and action steps are taking place?	
7. How is the LEA currently providing support to the TSI school(s) in the work with their subgroups?	
8. What work has been done at the LEA level to identify barriers that impede equity of opportunity for all students; specifically, for American Indian/Alaska Native students, Hispanic/Latino, African American, English Language Learners, economically disadvantaged, and students with disabilities?	
9. If the LEA has a TSI grant, review grant expenditures and reimbursement requests and the progress with implementation of the items in the grant.	

TSI LEA Monitoring – Checkpoint #2	
LEA Name:	
TSI School(s) and Subgroups:	
LEA Representative Name:	
ADE Specialist Name:	
Date:	
A. NARRATIVE QUESTIONS	
1. What work has been done at the LEA level to remove barriers that impede equity of opportunity for all students; specifically, for American Indian/Alaska Native students, Hispanic/Latino, African American, English Language Learners, economically disadvantaged, and students with disabilities?	
2. How did the LEA monitor implementation of action steps and student outcome data? Discuss progress on the current IAP's strategies and action steps relevant to identified TSI subgroup(s).	
3. Have your schools made gains with identified TSI subgroup(s)? How do you know? What can you attribute this success to?	
4. Describe the LEA's process for updating the school board and other stakeholders on progress of TSI programming and achievement.	
5. What is your process to ensure that schools complete their CNA, RCA and IAP for the upcoming year and integrate the TSI subgroup(s) needs into these documents?	
6. How will the LEA use current TSI data to set next year's goals, make ongoing decisions about instructional practices and supports, and prioritize resources to TSI schools with the highest needs?	
7. If the LEA has a TSI grant, review grant expenditures and reimbursement requests and the progress with implementation of the items in the grant.	

8. Are you planning on applying for a TSI grant for the upcoming year?
     If yes:
        a. Have you watched the pre-recorded TSI grant module?
        b. Have you shared the TSI rubric with each of your schools?	

SMART Goals

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

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

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

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

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

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

There are two types of goals in the IAP

Process goals - Implementation of systems, structures and processes
Examples
- Committee will research evidence-based math curriculum and make a recommendation by November 1, 2021 as evidenced by written recommendation to Assistant Superintendent.
- New walkthrough data collection form will be developed and implemented by Jan. 1, 2022 as evidenced by principal walkthrough summaries and feedback session notes.

Impact goals - Show impact on student performance; growth or increased proficiency, increased graduation rate, increased attendance
Note: COVID disruption may require use of benchmark data rather than statewide assessment data

Required for Schools in improvement IAP Goals

All schools must have a minimum of 3 impact goals based on statewide assessments
- ELA
- Math
- Science
- ACT (High School)

Some schools require additional impact goals for:
- Grad Rate (if CSI Low Grad Rate Identified)
- Subgroups (if TSI identified)
- Attendance
- Discipline incidents
- Drop out
- Aspire (9th Grade)

All Schools are required to have several process goals based on the IAP strategies and action steps

Impact Goal Samples
Sample ELA/Math/Science Impact Goals
- Reading achievement for all students will increase by 35 % moving from 3 % proficient or highly proficient on 2021 AzM2 to 38 % proficient or highly proficient on 2022 AzM2.
- Math achievement for all students will increase by 30 % moving from 6 % proficient or highly proficient on 2021 AzM2 to 36 % proficient or highly proficient on 2022 AzM2.
- Science achievement for all students will increase by 40 % moving from 8 % proficient or highly proficient on 2021 AIMS to 48 % proficient or highly proficient on 2022 AIMS.
- The percentage of students that met the benchmark score in all four areas will improve from **4%** to **6%** as measured by the ACT.

Due to COVID, you may want to develop goals based on your benchmark assessment data instead of or in addition to statewide assessment data.

Sample Subgroup Impact Goals
- Percent of students with disabilities scoring proficient will increase by 20 % from 2 % in 2021 to 22%
  in 2022 on AzM2.
- The achievement gap between % of all students scoring proficient and the % of ELL students scoring proficient will be reduced by 15 % from 54 % in 2021 to 39 % in 2022 on AzM2.

Due to COVID, you may want to develop goals based on your benchmark assessment data instead of or in addition to statewide assessment data.

Additional impact Goal Samples
- Graduation Rate will increase from 61% in 2019 to 75% in 2020.
- Graduation Rate for 5-year cohort will increase from 64% in 2016 (baseline year) to 89% for 2019.
- Attendance Rate will increase from 86 % in 2020-21 to 92 % in 2021-22.

- Discipline Incidents will be reduced by 40 % from 542 in 2020-21 to 326 in 2021-22.

Process Goal Samples
- By August 31, 2021 all staff will receive training on implementing PLCs.
- By September 18, 2021 all collaborative teams will adopt norms, agenda template and determine meeting dates as evidence by written documents.
- By December 14, 2021 all collaborative teams will have met a minimum of 4 times as evidence by meeting agendas submitted to principal.

Goals must be written in SMART format. (Specific, Measurable, Achievable, Results based, Time-based)

SMART Goal Format Samples

SIAP
Goal 1 ELA Achievement

Reading achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2021 state assessment to_% proficient or highly proficient on 2022 state assessment.

Using _____ benchmark EOY assessment, increase percent on target or higher from 67% in 2021 to 80% EOY 2022 for ELA.

Goal 2 Math Achievement

Math achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2021 state assessment to_____% proficient or highly proficient on 2022 state assessment.

Using _____ benchmark EOY assessment, increase percent on target or higher from 67% in 2021 to 80% EOY 2022 for Math.

Goal 3 Science Achievement

Science achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2021 state assessment to_% proficient or highly proficient on 2022 state assessment.

Using _____ benchmark EOY assessment, increase percent on target or higher from 67% in 2021 to 80% EOY 2022 for Science.

ACT: (High School)

The percentage of students that meet the college readiness benchmark score in all four content areas will improve from ___% in 2021 to ___% in 2022 as measured by the ACT.

OR

The average ACT composite score will increase from ___ in 2021 to ___ in 2022.

Graduation Rate

5th year cohort graduation rate will increase from the 2016 baseline of_____% by 5 % each year.

Graduation Rate for 5-year cohort will increase from ___% in 2016 (baseline year) to ___% for 2019.

Subgroup goals – Indicate use of statewide assessment or benchmark assessments

Percent of students with disabilities scoring proficient will increase by____% from____% in 2020 to__% in 2022.

Or

The achievement gap between % of all students scoring proficient and the % of _____ (subgroup) students scoring proficient will be reduced by____% from____% in 2021 to_____in 2022.

Leading indicator examples

(Attendance Rate) will increase from_____% in 20119-20 to_____% in 2020-21.

Or

(Discipline Incidents) will be reduced by_____% from_____in 2019-20 to_____in 2020-21.

CNA based example

(process goal): By (date) evidence-based writing curriculum will be adopted as evidenced by written documents.

(Impact goal): Overall writing proficiency will increase from 30% in 2021 to 45% in 2022 as measured by the district writing assessment.

Required Evidence-based Systems

1. Instructional Infrastructure

A. Written Evidence and Standards Based Curriculum
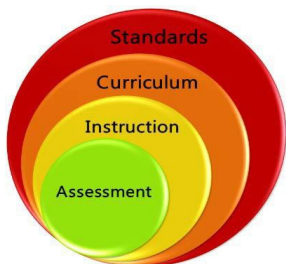
Standards - What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum - The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools. Curricula include scope and sequence of K-12 standards and/or learning objectives/targets aligned to the state standards. Comprehensive curricula are necessary to plan the pace of instruction, align standards and grade level expectations

horizontally and vertically, set district assessment and professional development calendars and

guide teachers as they deliver instruction. (CNA Principle 4)

B. Effective Instruction

The methods and processes used by teachers in planning and providing rigorous, evidence-based instruction. Effective instructional practice includes strong standards-based instruction, data-based planning, differentiation and individualization, evidence-based pedagogical approaches and classroom management. Schools cultivate an environment of both high expectations and support for each and every students' academic accomplishment. **(**CNA Principle 1, 2, 3 and 5)

- **Professional Learning Communities**

  Required, scheduled meetings organized around teaching and student learning, including data discussions, lesson planning and evidence-based pedagogy.

- **Observation and Feedback**

  The purpose of short cycle observations and face to face feedback sessions is to coach teachers to improve student learning. Data from observations are the basis for actionable feedback to teachers including accountability for follow through on next steps and also to determine appropriate differentiated PD.

- **Multi-tiered Systems of Support**

Multi-Tiered System of Support (MTSS) is 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.
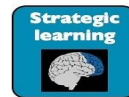
- **Universal Design for Learning**

Implementation of Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn
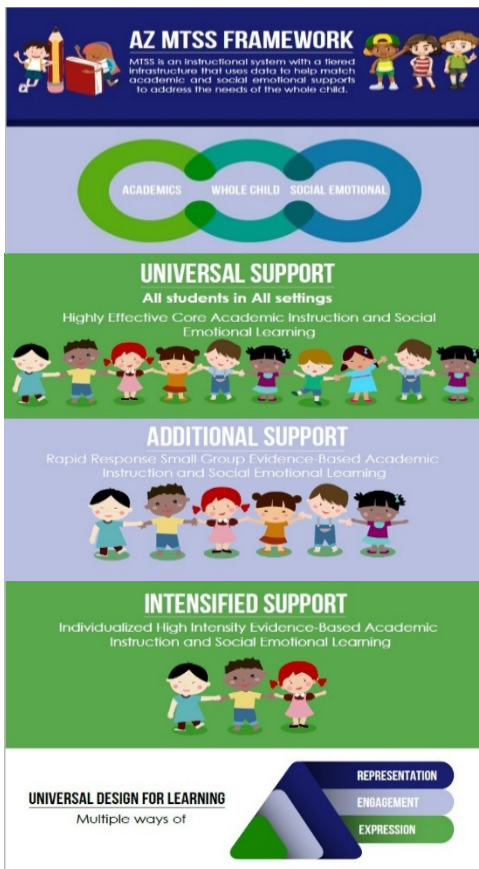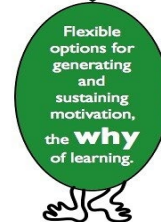

Universal Design for Learning

C. Comprehensive, Balanced Assessment System

System includes screening and/or diagnostic assessments, formative assessment (student and teacher) classroom summative assessments, schoolwide predictive interim or benchmark summative assessments, and state mandated summative assessment (end of year); as well as a robust data management system to ensure that the system provides accessible, up-to-date data reports to allow for deep analysis of student, teacher, and school level data. (CNA Principle 2)
http://www.azed.gov/standards-practices/balanced- assessment-resources/http://www.azed.gov/standards-practices/formativeassessrec/

2. Culture intensely focused on equity, student learning, collaboration, and safety

Organizational culture is a key element of school success. A clearly expressed vision, mission and shared values or commitments define purpose. These are widely communicated and understood and drive daily decisions and actions. Staff, families and the community work together around common goals, engendering a culture of trust, mutual respect, shared responsibility, and focused attention on student learning. Each and every student is challenged and supported to aim higher, work harder, and achieve the highest expectations. Opportunity and access are ensured for all students, including those who have been historically marginalized. (CNA Principal 1, 2, 5 and 6)

3. Talent Management

Talent management is a critical factor in developing successful organizations. It is an organization-wide, holistic system ensuring the right people are in the right positions to help achieve organizational goals. There is a need for organizations to develop 'talent pools' of great staff for the future direction and leadership of our schools. School Improvement requires competent and committed personnel at every level and in every position. Policies and procedures to identify, select, place, retain, and sustain these personnel, especially teachers and school-level leaders, are a precursor to school turnaround. Staffing of teachers and leaders for schools in improvement should be approached with equity in mind. A comprehensive system to support an environment of effective recruitment, on-going talent development and support, and retention is crucial. At all levels, educators must utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support and development with accountability. (CNA Principal 1, 2, 5)

On-Site Support and Progress Monitoring Visits

Site visits will be made to all CSI, SIG and "F" schools. The number of site visits is determined based on individual school context and need. Site visits may be in person or virtual.

General Guidelines

- Prior to visit, the LEA and school site staff will establish an agenda for day(s) in collaboration with the School Support and Improvement Education Program Specialist (EPS).
- EPS and Principal conversation at the beginning of the visit for school status update
- EPS meets with Site Leadership Team
  - Data review **presentation** by school team
  - IAP progress review and next steps
- Classroom Walk-through Observations **with site administration** (10-15 minutes each)
  - Observe in all Math and English/Language Arts classrooms
  - Observe in other classrooms as time permits
  - Share the classroom observation data and provide feedback to Principal and LEA Leaders
- Focus Group Interviews (approx. 30 minutes each)
  - Teachers (4-6 teachers) depending on school size
  - Students (4-6 students) grade 5 and above
- Exit Interviews with next steps
  - Principal
  - Superintendent and LEA team at the end of all site visits
- Summary Report to LEA and school within 2 weeks

On site or online collaboration to continue the discussion, monitoring implementation; monitoring and evaluation action steps, including evidence of success; discuss evidence-based interventions possibilities; and other needs.

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

ELEVATE centers on equity-focused leadership and develops the knowledge, competencies and skills necessary for systemic change.

ELEVATE focuses on the culture of learning and high expectations for all, instructional infrastructure and talent management at the systems level within LEAs and schools.
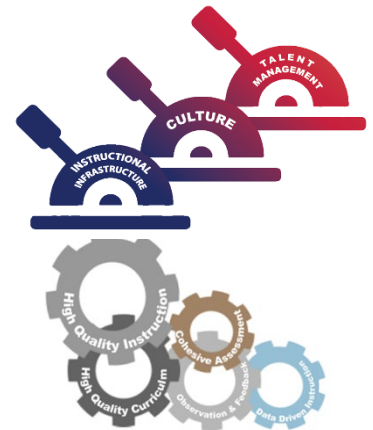
Cohort 6 …Begins in November 2021. Grant funding is available for program and coaching costs. Contact Trish Geraghty, trish.geraghty@azed.gov for information or application. Systemic Leadership Grant opens 3/1 and closes 5/30.

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

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

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

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

Equity-based Multi-tiered Systems of Support Learning Series – Cohort 2! FULL
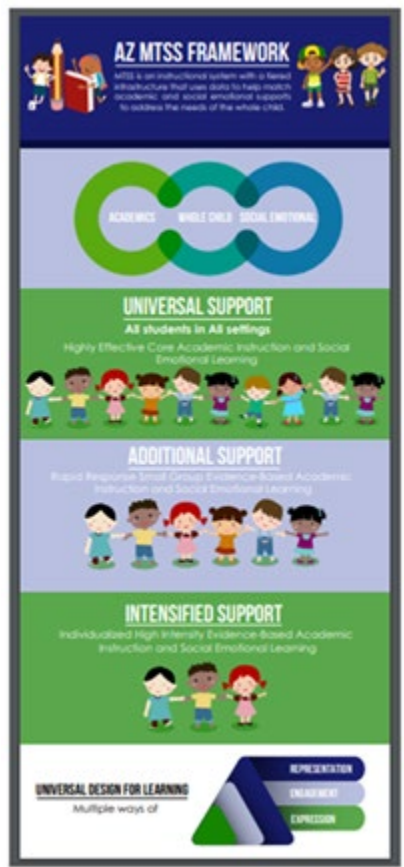
School Support and Improvement's second cohort of the Multi-tiered Systems of Support Learning Series begins this June. This series focuses on helping schools and LEA's build a multi-tiered system of supports that are equity-based, proactive and preventative as well as culturally relevant and responsive.

MTSS is 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.

Equity in Education: Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.

This learning series is a comprehensive, two-year experience for school and/or LEA teams. We are excited to share this opportunity to coordinate your existing systems and resources, strengthen your instructional infrastructure through a focus on student-centered practices, and ultimately help you build an evidence based MTSS framework that supports the whole child.

Watch the brief, pre-recorded webinar at the following link:
https://www.azed.gov/mtss/

For direct inquiries, contact Trish Geraghty at Trish.Geraghty@azed.gov or Stefaney Sotomayor at Stefaney.sotomayor@azed.gov

Grant funding available for Cohort 2 year 2. MTSS Grant opens March 1 and closes May 30, 2021
Cohort 3 will begin June 2022

Special Note: A desired outcome could have more than one evidence-based strategy
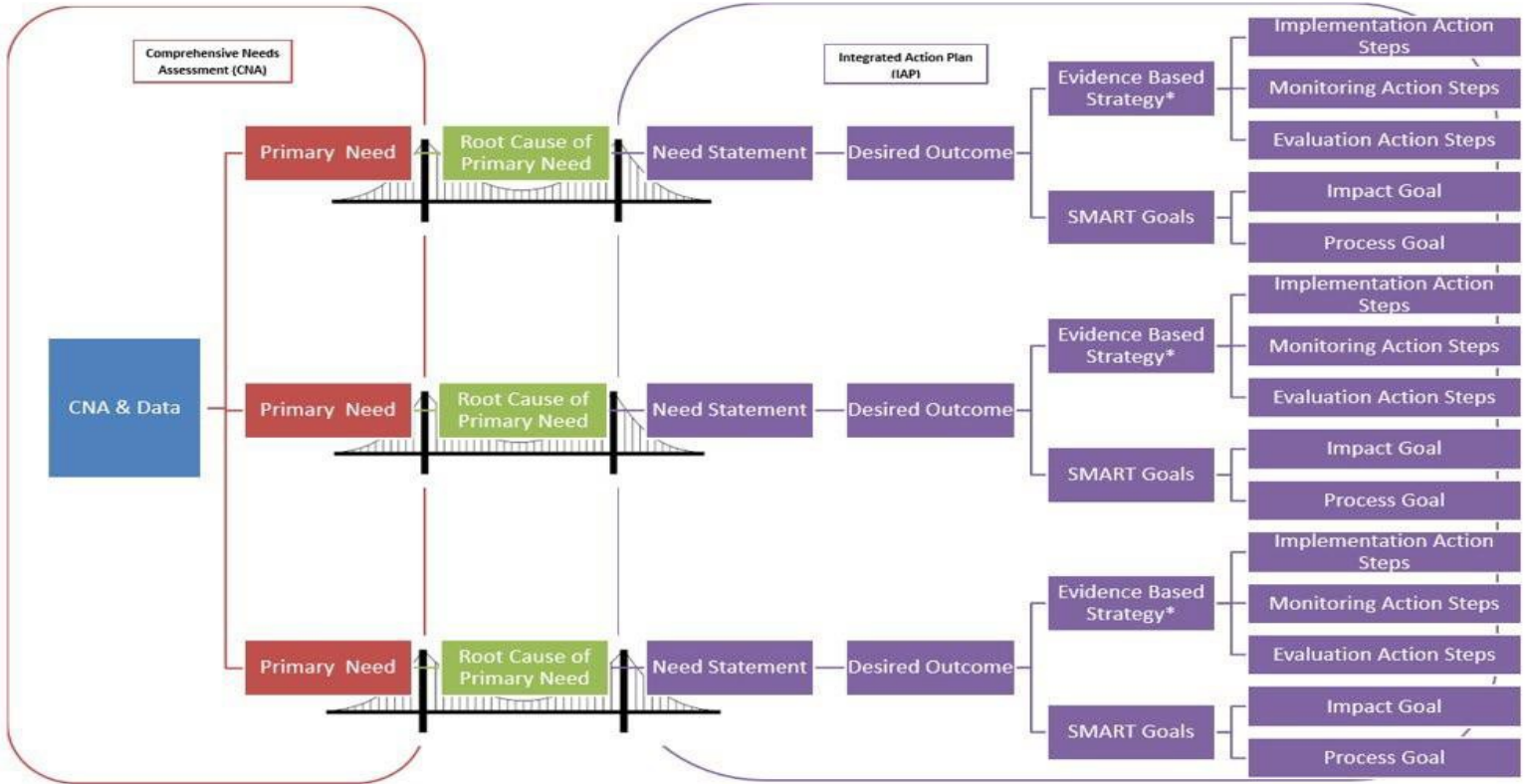
CNA to RCA to IAP
Connections and Alignment

The Continuous Improvement Process CNA and IAP

- Comprehensive Needs Assessment
- Root Cause Analysis
- Research and select evidence based practices, strategies, "interventions"
- Develop Integrated Action Plan
- Implement IAP
- Monitor IAP
- Evaluate IAP

ADE Comprehensive Needs Assessment (CNA)

The CNA is required by ADE. It is designed to inform need statements, desired outcomes, goals, strategies and action steps for the Title I, II, III, IV, and School Improvement programs.

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 state honestly and transparently, based on evidence, allows a school to determine the best next steps to reach desired outcomes. It is not about a comparison among schools. It is about identifying strengths, needs and desired outcomes specific to individual schools. The CNA will allow the school to identify the greatest needs, root causes, and best 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 student learning and achievement or systems, processes and programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement increase. Carefully choose foundational small steps that lead to desired outcomes and systemic change over time.

The CNA is **not** a test; it is **not** an evaluation of good or bad. It **is** about knowing where you are as 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, Indicators and Elements describe an effective school system. Developed collaboratively by a team from ADE program areas and representatives from schools and LEAs, this self- reflection 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 that 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

- **Establish the Comprehensive Needs Assessment Leadership 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.
- The CNA Leadership Team guides the larger CNA team of all staff members and stakeholders to complete the CNA process, gathering and analyzing data, discussing ratings, coming to consensus on individual elements. They plan and facilitate the process itself, including appropriate involvement and representation that will lead to sustainable systemic change.

    Overview of team tasks:
    - Establish group norms
    - Develop completion timeline
    - Establish roles and responsibilities
    - Facilitate CNA Team; staff and stakeholder meetings

- **CNA Team:** The CNA team consists of people who are responsible for working collaboratively throughout the comprehensive needs assessment process.
    - Ideal team members possess knowledge of programs with the capacity to plan and implement the comprehensive needs assessment, and the ability to ensure stakeholder involvement
    - 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 Team Meetings

1. **The facilitator's role** is to ensure that all CNA team members' voices are heard and all possible theories from the group are considered before coming to an agreement of a specific CNA Element descriptor that matches the current state. Discuss the school vision and mission to ground the work.

2. **Use the [Rubric with full details](#)**
   Using the rubric with full details allows CNA working teams to discuss each indicator, elements and evidence in detail and come to consensus on final rating. Before selecting the answer that reflects the current state within each element, data need to be collected, reviewed and analyzed. The data should act as information gathering and a confirmation of the selection. **The discussion is key.**

3. The CNA includes suggestions of **data or evidence** to be collected pertinent to the CNA Indicator and Element. These are suggestions of what data may be useful. While these suggestions are not required data points, we highly recommend you use multiple data sources.

   a) **Guiding questions for gathering data**:
      - What data do we currently collect that is relevant to the CNA Indicator and Element?
      - What additional data is needed or can contribute as evidence?

      - Curriculum design and implementation; Instruction methods, materials and resources; Teachers' knowledge, skills and dispositions
      - Students' knowledge, skills and dispositions; and
      - Infrastructure (i.e. Schedules, programming and resources).
      - Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
      - Which data points do you feel are the most meaningful and useful?

   b) **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?

   c) **Leading Indicators are formative. They track progress along the way and guide course corrections as needed.**

   - *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 Indicator Data**
     - 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

d) Lagging/Achievement Indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup

- **Possible Student Achievement Guiding Questions**
  - 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 over time?
- **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?

4. Once the data is compiled for each indicator, the **team reviews** it all. This provides an opportunity for the team to share what they see in the data and to discuss what these findings mean for each CNA Element.

a) Guiding questions for data review:

- What patterns or trends can be found in the data?
- What are some positive areas that can be found in the data?
- What areas of need must be addressed based on the data?
- What can you infer from the data?
- What, if any, additional data is needed?

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 the greatest needs.

GME Screen Shot

The data table completion in GME is optional. Using these data are not optional.

B. 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.
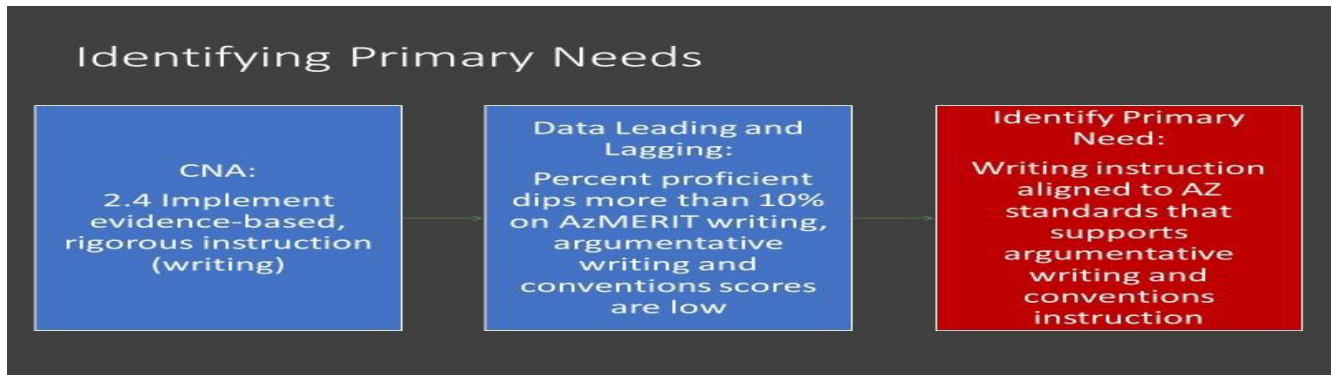
Critically important pivotal step

Conduct a Thorough Root Cause Analysis for your top 3 or 4 primary
needs, (resulting in Needs Statements and Desired Outcomes).

Root cause analysis take time! 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 problem is determined. This is time to discuss causes, not solutions.

The **root cause** is the **<u>one</u>** major contributing factor, if removed, the desired outcome will be reached.

CNA Principle(s) Goes Here.

Primary Need

Root Cause: _____ Enter the root cause here.

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

What needs to change to fix root cause?
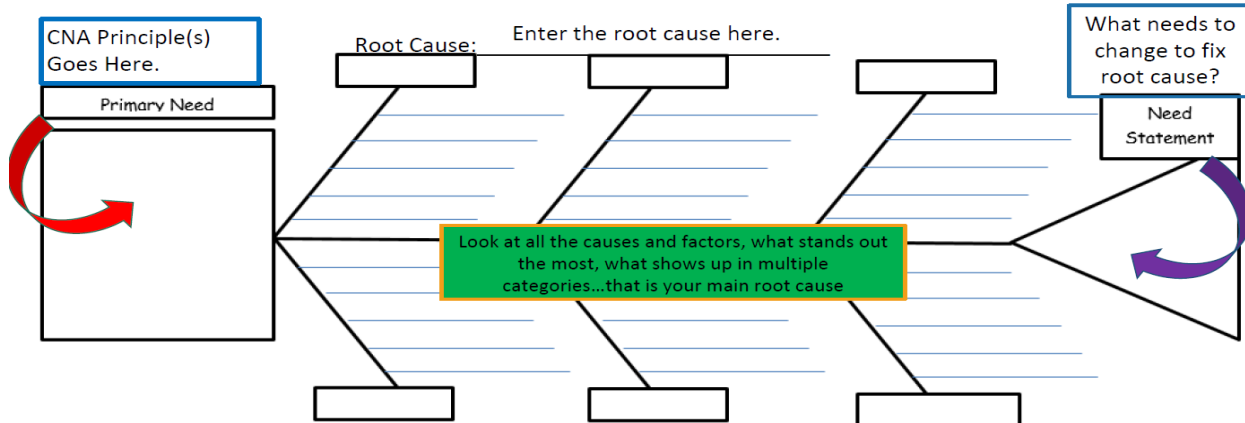
Need Statement

Desired Outcome (Positively Restate your Needs Statement):
Describe the CNA principle after the problem is fixed.

Other possible categories

- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Technology
- Subgroups

Fishbone Diagram Process Directions: Choose ONE of the primary needs identified in the CNA to address first and write it in the head of the fishbone.

Root Cause: _____

Primary Need

2.4 Our teachers do not implement evidence based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.

Instruction   Curriculum   Community

Need Statement

Add categories

Teachers   Students   Infrastructure
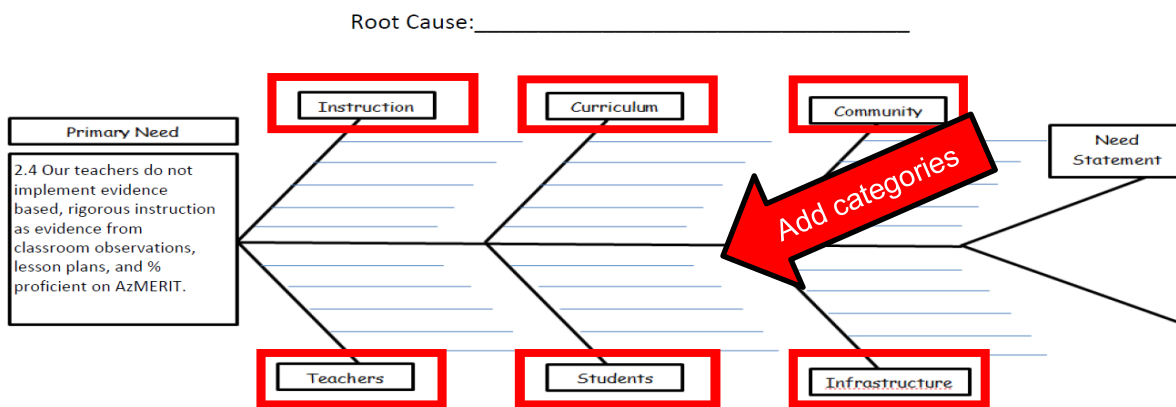
Desired Outcome (Positively Restate your Needs Statement):
_____

1) The team facilitator asks the team, "How do we know that problem exists? What are the teachers doing? What are the students doing? (see the root cause analysis questions for support with this)
2) The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
3) After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
4) Highlight similar items.
5) Look at the highlighted items, what pattern or trend surfaced? That is your root cause.
6) 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. To verify you have gotten to the heart of the problem, ask the following:
    1. Is what in the fishbone tail, if it were corrected would the problem continue?
        a. If yes, you need to dig deeper and use the 5 whys.
        b. If no, you found the root cause
7) If you said the problem might continue, you need to dig deeper by asking the 5 whys…asking "Why?" until the root cause has been identified.
8) It often takes three to five whys, but it can take more than five. So, keep going until the team agrees on the root cause.

Root Cause possible guiding questions:
- 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.

Sample Root Cause Analysis Target Questions
- How do you know the problem exists? What are the people in the school doing?
- 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?
- How does the problem show up in instruction?
- What other factors are contributing to the problem?
- Do you have a lack of fidelity to a program/system?
- Is there something not being implemented?

- How does the problem affect learning? Teaching? Climate? Culture?
- Does this have to do with teacher knowledge? Planning?
- What is the tone feeling of the school?

Concentrate on things within your control only!

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

Example: There are three main parts of the fish: head, body and tail.
In the head, you see the indicator that was identified in the CNA as a **primary need**: "2.4 Our teachers are not implementing evidence based rigorous and relevant instruction" as evidence from classroom observations, lesson plans and the % proficient on AZ Merit, combining the evidence and data was to determine that it was a primary need.

All the causes for teachers not implementing evidence based rigorous and relevant instruction were brainstormed. Target questions guide the work. After brain storming, all ideas were considered, and common trends and patterns identified; then key words or phrases that are in common were highlighted. The **root cause** was identified as Teachers lack solid curriculum and training

- The **needs statement** is, "written evidence-based curriculum implemented with fidelity…"
  The Needs statement is restated in a positive and becomes the **desired outcome.**

GME Screen Shot

The 5 Why Method

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. If after the fishbone diagram your problem is still too general or large, 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.

Step-by-step instructions

- State the problem you have identified as a strategic problem to work on.
- Start asking "why" related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
- 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 or Process Mapping. Guard against using the "5-Why" questions on their own to avoid 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?**   Digging a little deeper

        ↳ **WHY?**

           ↳ **WHY?**

             ↳ **WHY?**
Real solution is found here
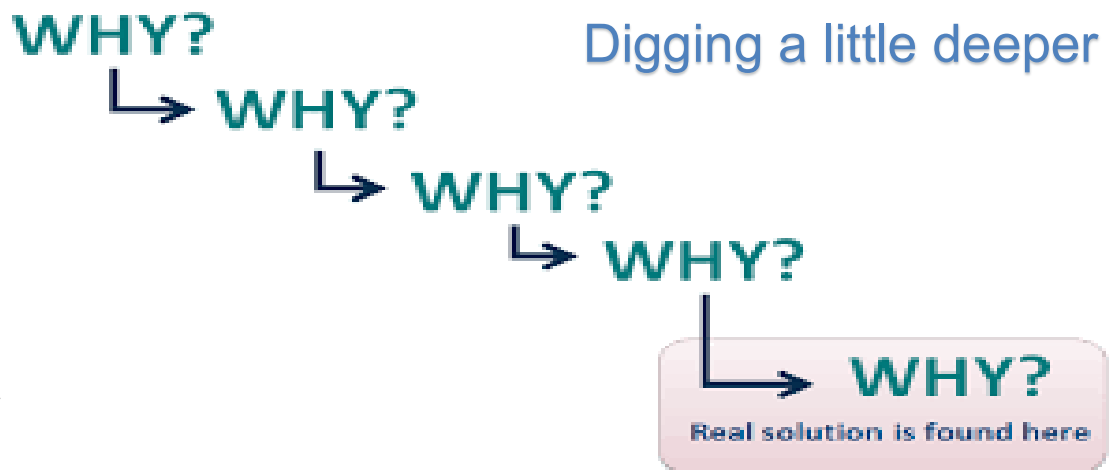
After conducting the root cause analysis, the need statement is still too general…so digging deeper is necessary

Overall Root Cause: low rigor, lack of student engagement, no motivation, teachers just going through the motions, lack of relevancy

Questioning

DOK level 1

Call on only students who raise hand

Students aren't required to answer

Not all cultures represented on walls/books

Learning irrelevant to students

Students expected to sit silent most of time

Climate/Culture

Instruction

No checking for understanding

No reteaching

Lessons taught to avg. level, no differentiation

No teacher P.D. from district

No common plan time

Some teachers are PLC trained, most are not

Professional Development

Assessments

No common assessments across grade level

Get AzMerit data in fall but never use it

Confused about formative vs. summative

Lack motivation

Some need remediation

Several bored waiting for others to learn

Student

Add Primary Need

2.1 Teachers do not maintain high academic expectations for all students.

Need Statement

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

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

Why do teachers have low expectations for student achievement?

They don't understand the students' needs.

They don't take time to build relationships with students.

They don't know how to build a relationship.

They don't have strategies to build relationships with students.

Why? Why? Why? Why? Why?

Root Cause

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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.
- □ Be used to complement the analysis necessary to complete a Cause & Effect diagram
- □ 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

The **Integrated Action Plan (IAP)** is developed based on the School level Comprehensive Needs Assessment (CNA) and 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 satisfies the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan. This process serves to integrate and align plans required across grant programs to access state and federal grant resources and ensure a coherent, connected plan for continuous improvement. Current included programs are Title I, II, III, IV, MOWR and School Improvement.

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. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan. 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; SMART Goals, if required
- □ Evidence based Strategies
- □ Evidence based Action Steps (use appropriate tags are required, funding and program tags
  - o Implementation Action Steps
  - o Monitoring Action Steps
    - ▪ Measures
    - ▪ Success Criteria and Evidence
  - o Evaluation Action Steps
    - ▪ Measures

- Success Criteria and Evidence

Address only the applicable Principles (all 6 are **not** required) based on CNA, identified three or four Need Statements and Desired Outcomes and any that address additional program area requirements.

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

Special Note: A desired outcome could have more than one evidence-based strategy

Connecting RCA and IAP

2.4 Implement evidence-based, rigorous instruction (writing) → AZ Merit dip more than 10%, low argumentative and conventions → Writing instruction aligned to AZ standards that supports argumentative writing and conventions instruction → RC: No board adopted curriculum, teachers lack knowledge and skills to instruct argumentative writing and conventions

NS: Written evidence, standards based curriculum implemented with fidelity, professional learning for argumentative writing and conventions → DO: Writing curriculum aligned to grade and content standards implemented with fidelity to increase % proficient on writing assessment.
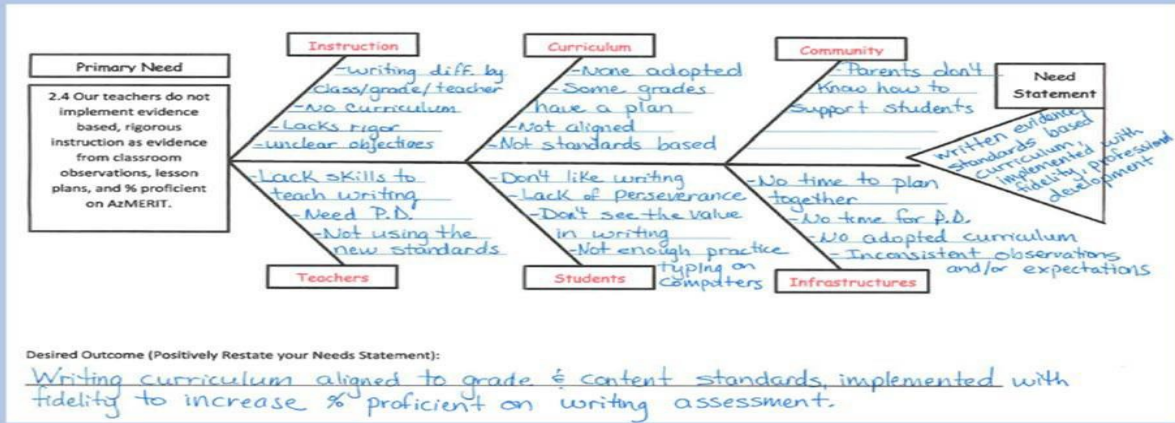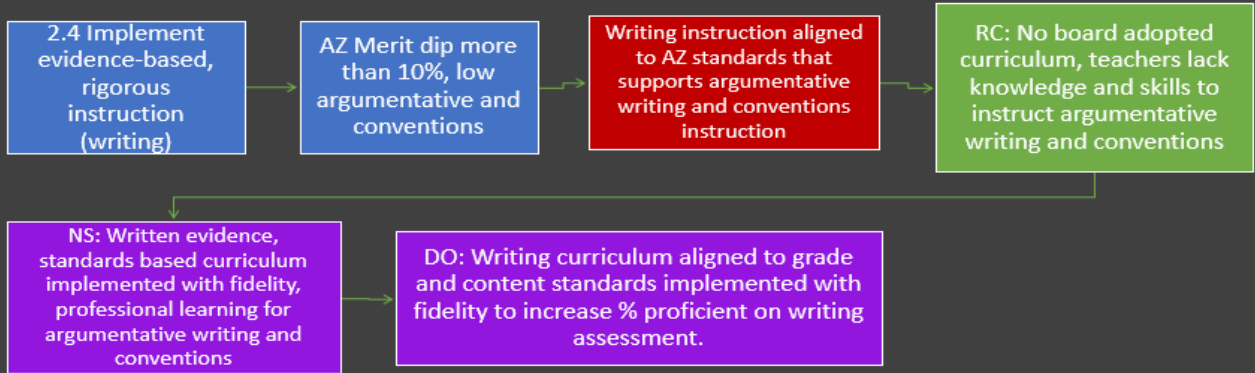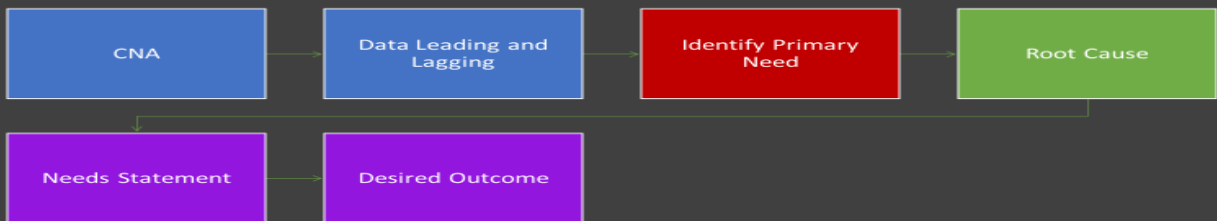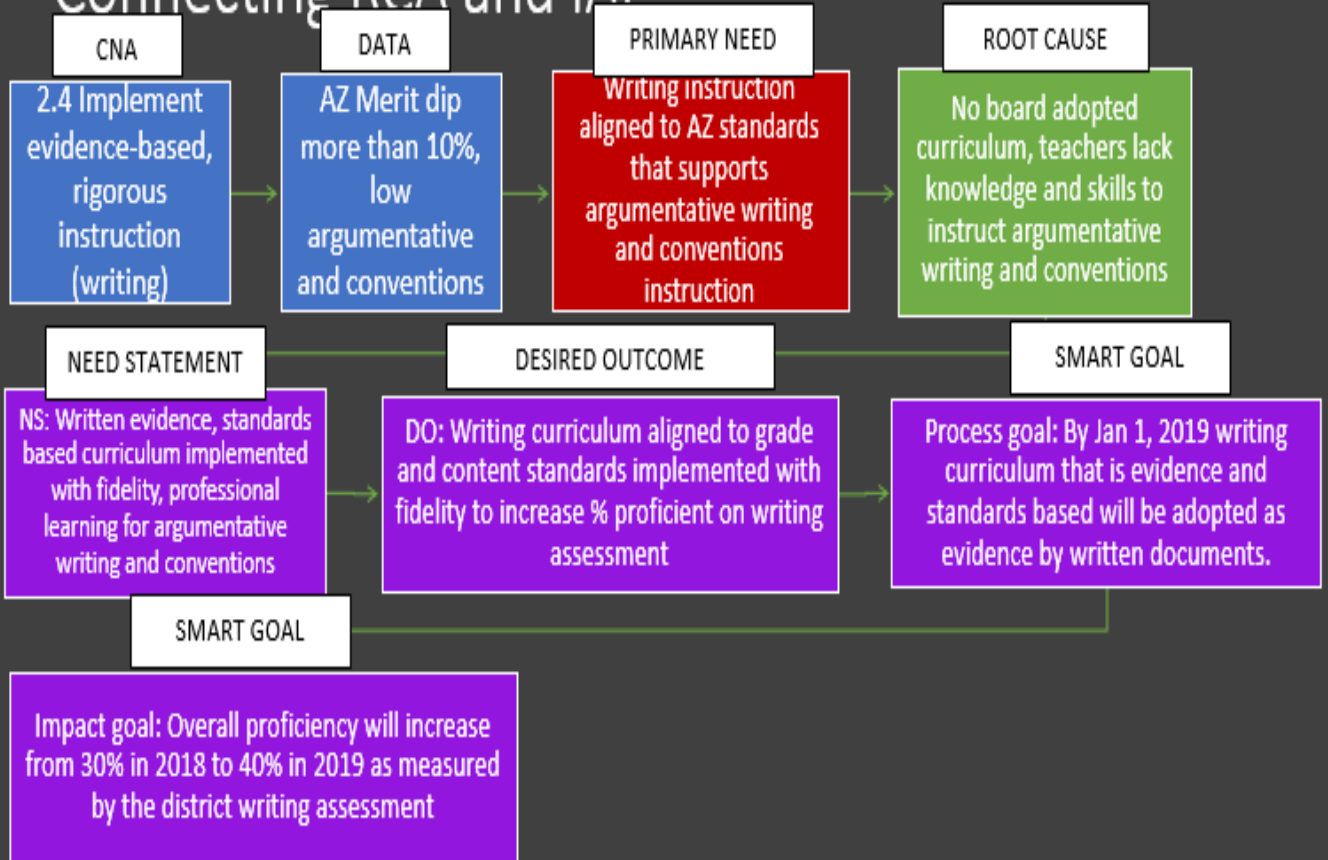

Primary Need

2.4 Our teachers do not implement evidence based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.

Instruction
- Writing diff. by class/grade/teacher
- No curriculum
- Lacks rigor
- unclear objectives

Curriculum
- None adopted
- Some grades have a plan
- Not aligned
- Not standards based

Community
- Parents don't know how to support students

Teachers
- Lack skills to teach writing
- Need P.D.
- Not using the new standards

Students
- Don't like writing
- Lack of perseverance
- Don't see the value in writing
- Not enough practice typing on computers

Infrastructures
- No time to plan together
- No time for P.D.
- No adopted curriculum
- Inconsistent observations and/or expectations

Need Statement

Written evidence, standards based curriculum implemented with fidelity; professional development

Desired Outcome (Positively Restate your Needs Statement):

Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.

School Integrated Action Plan (SIAP)

Connecting RCA and IAP

CNA → Data Leading and Lagging → Identify Primary Need → Root Cause

Needs Statement → Desired Outcome

Connecting RCA and IAP

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

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

PRIMARY NEED
Writing instruction aligned to AZ standards that supports argumentative writing and conventions instruction

ROOT CAUSE
No board adopted curriculum, teachers lack knowledge and skills to instruct argumentative writing and conventions

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

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

SMART GOAL
Process goal: By Jan 1, 2019 writing curriculum that is evidence and standards based will be adopted as evidence by written documents.

SMART GOAL
Impact goal: Overall proficiency will increase from 30% in 2018 to 40% in 2019 as measured by the district writing assessment

School Integrated Action Plan (SIAP) Process:

- All

  - o School leaders including teachers
  - o All stakeholders
  - o Establish group norms or agreements
- Establish timeline for writing the plan
- For each identified primary need, enter the need statement and desired outcome under the identified Principle
  - o Add SMART goals as needed or required
- Starting with the identified specific desired outcomes, backward design the evidence-based improvement strategies and action steps
- Investigate evidence-based programs, strategies or interventions to address each desired outcome; resources available http://www.azed.gov/improvement/
  - o Generate list of possibilities
  - o Investigate possibilities
  - o Select evidence-based strategies
- Add selected strategy under appropriate principle
- Develop action steps (using actionable verbs)
  - o 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
  - o 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 goal/s?
    - ▪ Should it be continued, or adjustments made?
  - o 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 and obvious relationships between all need statements, desired outcomes, SMART goals, strategies and action steps.

Sample School Site IAP Worksheet

Primary Need: Lack of system of support for teachers to develop and deliver differentiated learning and provide rigorous instruction to all students.	
Needs Statement: (tail of fishbone) A system of support is needed for teachers to learn and understand rigor and differentiation to ensure data driven, high quality, rigorous lesson development to meet the needs of all students.	
Desired Outcome: (Needs statement restated in a positive) Teachers will create and implement rigorous, high quality, differentiated data driven lessons for all students resulting in improved student outcomes	
SMART Goals (If the primary need is fixed how will your % proficient be affected?) Process: A system of support for teachers will be planned and put into place by November 2021.	

	Strategy #1: Consistent walk through observations and feedback to provide instructional support, improve learning outcomes	**Implementation Action Steps:** ▪ Administrators implement short cycle observation and feedback process ▪ Instructional coaches observe classes on a frequently, scheduled basis ▪ Instructional coaches report observation data/tracker to Principal and District Curriculum Director ▪ Principal shares school wide observation data to improve instruction at staff meetings ▪ Admin Team and Instructional Coaches meet regularly to review walk through data and plan supports as necessary ▪ Admin Team and Instructional Coaches identify instructional focuses based on observation data ▪ Targeted planning with the Instructional Coach and teachers building on short cycle observation/feedback loop

		Monitor Implementation Action Steps: ▪ Administrative walk through observation data ▪ Observation data/tracker records ▪ Monitor teacher lesson plans reflect rigor and use of data to drive instruction ▪ Administrative calendars and feedback meeting notes ▪ Coaches' calendars and meeting notes ▪ Staff meeting agendas ▪ Administrative/coach meeting agendas

		Evaluation Action Steps:
		▪ Determine strategy impact by reviewing the following evidence:
		   ▪ Last quarter lesson plan quality
		   ▪ Last quarter PLC meeting minutes
		   ▪ Coaching records
		   ▪ Teacher evaluations
		   ▪ Summative achievement data

	Strategy #2: Develop a System of Instructional Support to foster student-centered grade-level instruction, provide for time, adequate planning, collaboration and reflection.	**Implementation Action Steps:** ▪ PLC training for all teachers, coaches and administrators ▪ Development of PD calendar with PLC process embedded ▪ Department and Grade-level PLCs will be embedded into the PD calendar on a rotating basis focusing on student achievement; behavior and attendance ▪ Administer end of year surveys for teachers and students-teachers will complete teacher inventory and students will complete student engagement survey ▪ Support new and developing teachers with mentor support in the areas of data analysis, standards-based instructional planning and classroom management
		Monitor Implementation Action Steps: ▪ PLC calendar and minutes ▪ PD calendar ▪ Coaches' calendars and meeting notes ▪ Staff meeting agendas ▪ Administrative/coach meeting agendas

		Evaluation Action Steps:
		• Survey results
		• Determine strategy impact by reviewing the following evidence:
		    • Last quarter lesson plan quality
		    • Last quarter PLC meeting minutes
		    • Coaching records
		    • Teacher evaluations
		    • Summative achievement data

LEA Integrated Action Plan (LIAP)

The **LEA IAP** supports the implementation of the SIAP. The LEA IAP is based on:

- A review of all School 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

Sample LEA Integrated Action Plan Worksheet
Completed LEA IAP with all required elements including schools with similar primary need   Example #1

SAMPLE Primary Need #1	**Primary Need: (head of fishbone)** Strong 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, 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 Goals:** Impact (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 2018 AzMERIT to 15% proficient or highly proficient on 2019 AzMERIT. Process: Research and select evidence and standards-based Math curriculum aligned to grade level and content standards by November 2019 as evidenced by written recommendation and documentation. Process: Implementation of evidence and standards-based Math curriculum beginning August 2020 as evidenced by LEA implementation schedule and plan.	
	Strategy: Support Research and Adoption of an evidence and standards-based math curriculum.	Implementation Action Steps: ▪ Facilitate research of evidence-based programs for elementary school ▪ Help facilitate the ordering of sample materials ▪ Meet with Curriculum Adoption Committee ▪ Support completing Curriculum Rubrics
		▪ Monitor Implementation Action Steps: ▪ Adoption calendar ▪ Participant roster ▪ Meeting Schedules ▪ Evaluate Implementation Action Steps: ▪ Adoption of an evidence and standards-based math curriculum by Board ▪ Purchase of all adopted materials -evidence

	Strategy: Support implementation of the selected evidence-based math instruction.	Implementation Action Steps: Action Steps: ▪ Work with Site Principals to create a calendar to roll out implementation ▪ Provide implementation support personnel as needed
		Monitor Implementation Action Steps: ▪ Classroom walkthrough schedules, notes and next steps ▪ Meeting agendas and minutes ▪ Lesson Plans
		Evaluate Implementation Action Steps: ▪ Evidence of curriculum implementation (with fidelity) ▪ Evidence of site visits and classroom walkthrough and data-based actions taken as a result ▪ Summative achievement data
	Strategy: Support consistent high-quality professional development and support for all teachers.	Implementation Action Steps: Action Steps: ▪ Schedule PD sessions ▪ Schedule and conduct meetings with site principals to review walkthrough observations and action plans ▪ Attend site PDs to show support for the initiatives ▪ Support sites with funds to conduct peer
		Monitor Implementation Action Steps: ▪ PD calendar/schedule ▪ Meeting agendas and minutes ▪ PD sign ins ▪ Coaches logs and notes ▪ Peer observation calendar
		Evaluate Implementation Action Steps: ▪ Completion of all PD ▪ Evidence of classroom implementation ▪ Summative achievement data

LEA IAP SAMPLE #2

	Schools that Display Primary Need: Dream Big Middle School, Hope Middle School
	Root Cause(s): learning goals are not evident, content is not focused, pacing guides are inadequate

Primary Need #2	**Need Statement:** scope and sequence and pacing guides do not include learning goals and do not provide flexibility based on diverse learner needs with content learning progressions reflecting an appropriate scope and sequence with coherence
	Desired outcomes: Development of scope and sequence with pacing guides that are based on learning goals and provide flexibility based on diverse learner needs with content learning progressions reflecting an appropriate scope and sequence with coherence
	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 2018 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT. Reading achievement for all students will increase by 10% moving from 5% proficient or highly proficient on 2018 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.

Strategy	Implementation Action Steps
Strategy: Provide Training for Instructional Coaches in Backward Design	**Implementation Action Steps:** • District Leadership will plan PD on Backwards Design Principles • District Leadership will provide training to all instructional coaches and site leadership • District will provide ongoing PD quarterly to monitor Backwards Design Implementation • Create a District Template for Backwards Planning Units
Strategy: Teachers train in Backward Design	**Implementation Action Steps:** • Create 2 district wide PD days on the calendar for training sites to complete initial training • Provide substitutes for teachers to participate in one full day of training each quarter to plan for instruction for each content area (Math and ELA).
Strategy: Support sites with Backwards Design	**Implementation Action Steps:** • Purchase Understanding by Design for each instructional coach and site principal • Purchase Understanding by Design Professional Development workbook for each instructional coach and site principal
Strategy: Monitor Implementation*for all three strategies above	**Action Steps:** • Instructional coaches will collect data on benchmarks/interims to determine unit

		effectiveness ▪ Instructional coaches will monitor scope and sequence alignment for summer review based on unit plans
	Strategy: Evaluate Implementation*for all three strategies above strategy.	Action Steps: • Evidence: Use of learning goals in lesson plans resulting in increased student achievement on summative assessment

NOTE:

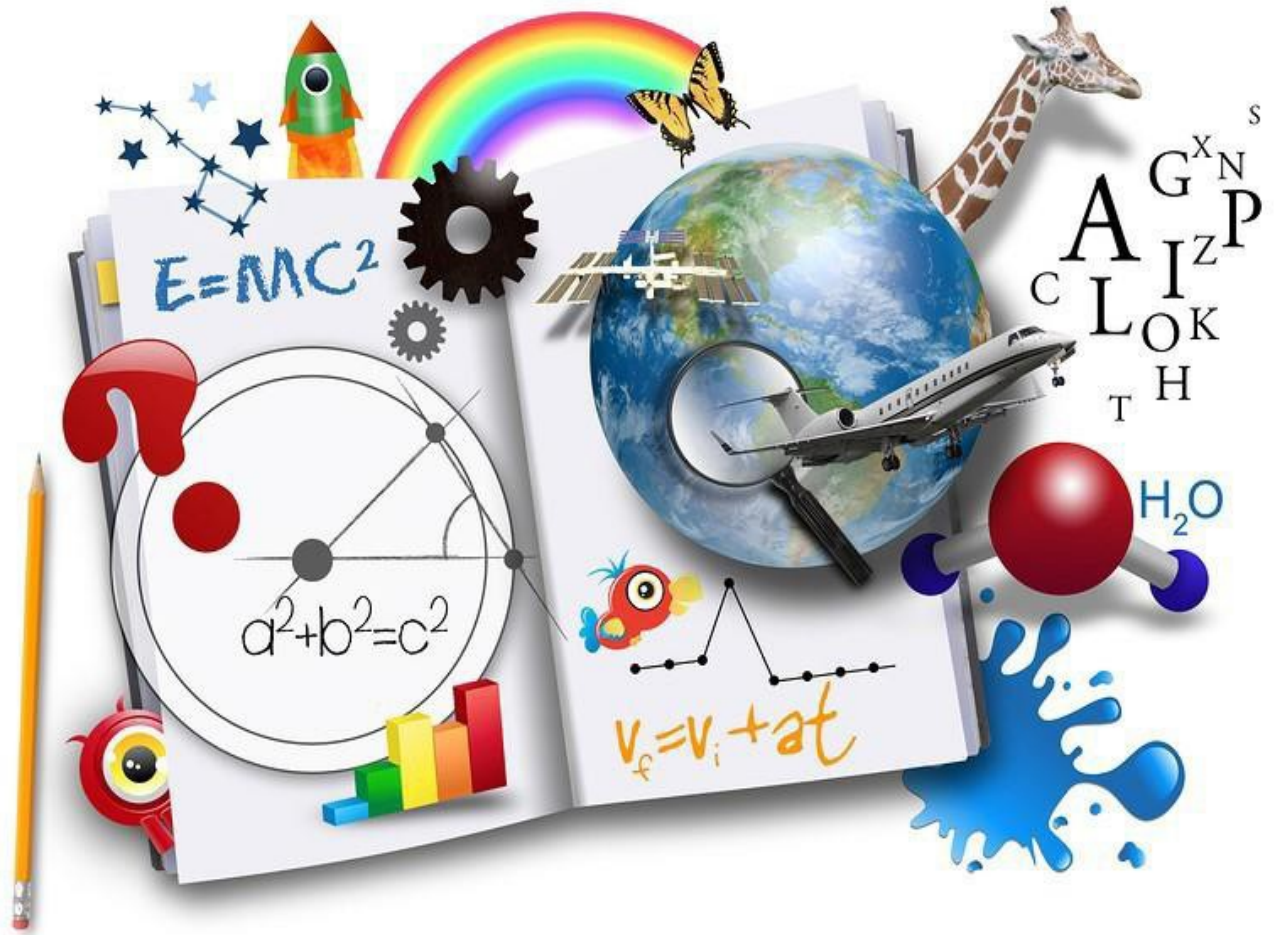*When each strategy has separate monitoring and evaluating action steps, they are action steps included in each strategy.*

When the monitoring and evaluation action steps are for multiple strategies addressing the same Need Statement, they are listed as a monitoring strategy with action steps and an evaluation strategy with action steps.

GME Screenshot-LIAP

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

GME Screenshot SIAP

	All
⊟	**History Log**
	History Log
	Create Comment
⊟	**School Planning Team**
	School Planning Team (REQUIRED)
⊟	**Comprehensive Needs Assessment**
	Principles 1-6 (REQUIRED)
	K-8 AzMerit AZELLA Data (OPTIONAL)
	HS AzMerit Data (OPTIONAL)
	Miscellaneous Data (OPTIONAL)
	Teacher Data (OPTIONAL)
	Final Summary (REQUIRED)
⊟	**Integrated Action Plan**
	Principles, Strategies and Action Steps (REQUIRED)
⊟	**Related Documents**
	Related Documents
	All

ESSA Guidance

Evidence-based Strategies, Practices, Programs and Interventions for School Improvement

Evidence Based Practices, Strategies and "Interventions"

Along with the flexibility of ESSA comes the responsibility for LEAs and SEAs to ensure that evidence-based strategies, practices, programs and interventions are selected and implemented so that students attending schools in need of Comprehensive or Targeted Support and Improvement have the best opportunity to improve achievement.

Schools in need of Comprehensive Support and Improvement will develop Integrated Action Plans, based on needs identified in the Comprehensive Needs Assessment and a thorough root cause analysis which reflect these evidence-based interventions.

ESSA requires all school improvement strategies, practices, programs and interventions funded through Title I 1003(a) meet specific evidence requirements and demonstrate a statistically significant effect on improving meaningful student outcomes. The Arizona Department of Education will not fund any strategies, practices, programs and interventions that do not meet the rigorous ESSA evidence requirements.

ESSA Evidence Tiers

ESSA (Section 8002) outlines four tiers of evidence. The table below includes ESSA's definition for each of the four tiers, along with a practical interpretation of each tier.

Tier	ESSA definition	What does it mean?
Tier 1 *Strong*	Strong evidence from at least one well-designed and well- implemented experimental study.	Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates). Experimental studies (e.g., Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that an intervention *causes* an outcome. Well-designed and well implemented experimental studies meet the What Works Clearinghouse (WWC) evidence standards *without* reservations. The research studies use large, multi- site samples.
		No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome. Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.

| Tier 2
Moderate | Moderate evidence from at least one well-designed and well-implemented quasi-experimental study. | Quasi-experimental studies have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). Quasi-experimental studies (e.g., Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that an intervention *causes* an outcome.

Well-designed and well-implemented quasi-experimental studies meet the What Works Clearinghouse (WWC) evidence standards *with* reservations.

The research studies use large, multi-site samples.

No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.

Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention. |
| Tier 3
Promising | Promising evidence from at least one well-designed and well-implemented correlational study. | Correlational studies (e.g., studies that can show a *relationship* between the intervention and outcome but cannot show *causation)* have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).

The studies do not have to be based on large, multi-site samples.

No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.

An intervention that would otherwise be considered Tier 1 or Tier 2, except that it does not meet the sample size requirements, is considered Tier 3. |

Resources for Evidence-Based Strategies
Searchable data base of evidence-based programs, practices and interventions
http://www.azed.gov/improvement/evidence-based-practices/

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).

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 career counseling.

More extensive guidance can be found on the Support and Innovation Webpage
http://www.azed.gov/improvement/ under Evidence-Based Resources

FY22 Grant Timeline

CNA
January/February

Root Cause
Analyses
February/March

IAP   March/April

Grant Applications
May 30

If CSI Low Achievement/TSI Re-identification is required

AzM2 Spring
2021

Score
Validation
June 2021

Identification
August 2021

*Grant
reopens
August 2021

*Grant closes
September
30, 2021

CSI Low Graduation Rate Re-identification

5 year cohort
<66.6% grad rate
Identified August
2021

*Grant reopens
August 15 2021

*Grant closes
September 30,
2021

*Dates are tentative …grant will open as soon as schools are notified of identification

Overview of Required Documents

Documents	Completed by	Submission	Current Schools Due Dates	New Re-identified CSI Due Dates	New 2021 "D" and "F" Schools
Updated LEA/School Contact Info	**LEA/School**	**SSI Webpage form**	7/1	8/15	11/1/21
CNA	**School Team**	**GME**	All CSI (including F), TSI, SIG schools applying for a grant – 5/30/21 Any CSI (including F) or TSI schools not applying for a grant and 2019 "D" schools - 7/1/21	Prior to IAP	Prior to IAP submission
Root Cause Analyses	**School Team**	**GME**	All CSI (including F), TSI, SIG schools applying for a grant – 5/30/21 Any CSI (including F) or TSI schools not applying for a grant and 2019 "D" schools - 7/1/21	Prior to IAP	Prior to IAP submission
School Integrated Action Plan	**School Team**	**GME**	All CSI (including F), TSI, SIG schools applying for a grant – 5/30/21 Any CSI (including F) or TSI schools not applying for a grant and 2019 "D" schools -	10/15/21	"D" 2/1/22 "F" 1/2/22

			7/1/21		
General Assurances	**School and LEA**	**Monitoring site**	8/1/21	10/1/21	N/A
Grant Application/s if eligible and applying	**School/LEA Teams**	**GME**	5/30/21	10/15/21	N/A
Quarterly Benchmark Analysis and IAP Reflection	**School Team**	**Monitoring site**	All CSI (including F), 2019 "D", SIG schools 10/15/21 1/15/22 3/15/22	1/15/22 3/15/22	1/15/22 3/15/22
AzM2 Analysis, EOY Benchmark and IAP Reflection	**School Team**	**Monitoring site**	6/15/22	6/15/22	6/15/22

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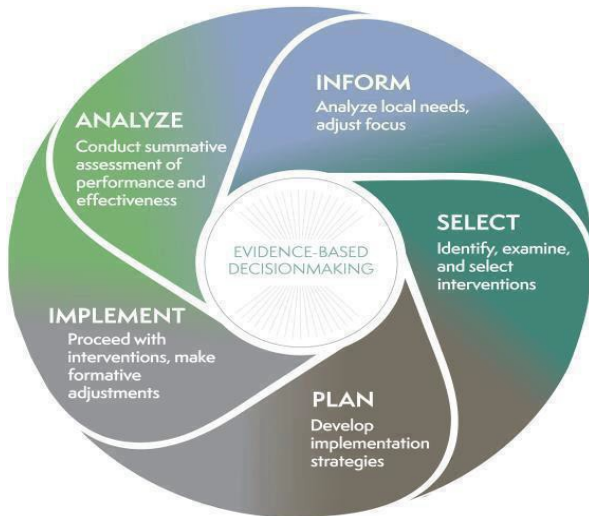
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Appendices

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

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

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

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

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

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

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

"A continuous improvement process starts with the problem, rather than the solution."

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

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

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

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

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

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

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

Step 1: **Inform:** A comprehensive needs assessment is the first step to analyze the needs of the education setting, in order to inform subsequent steps, particularly decisions that are made in step 2. Needs are analyzed by using input from as many stakeholders as possible: leadership, staff, parents and other community members, and students. The needs assessment data along with leading and lagging indicator data (test scores, attendance, discipline, grad rate, etc.) are used to identify and prioritize gaps in the educational setting, whether they are programmatic, or service or staff related.
Well- defined and measurable goals are developed from a careful analysis of these needs and gaps, and from hypotheses about which factors in the current situation might be causing problems and impeding attainment of desired outcomes.

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

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

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

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

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

Appendix B Root Cause Analysis Target Questions

1. How do you know the problem exists? What are the people in the school doing?
2. What are your teachers or staff doing or not doing to contribute to the problem?
3. What are students doing or not doing to contribute to the problem?
4. What is the community or family doing or not doing to contribute?
5. What school systems support the problem?
6. What systems do not support the problem?
7. What barriers are in place?
8. How does the curriculum contribute?
9. How does time contribute?
10. Does the school schedule play a role in the problem?
11. What causes the teachers to contribute to the problem?
12. Why do students feel or act a certain way?
13. How does instruction contribute to the problem?
14. How does the problem show up in instruction?
15. What other factors are contributing to the problem?
16. Do you have a lack of fidelity to a program/system?
17. Is there something not being implemented?
18. How does the problem affect learning? Teaching? Climate? Culture?
19. Does this have to do with teacher knowledge? Planning?
20. What is the tone/feeling of the school?

Appendix C Integrated Action Plan Worksheets

Plan Worksheet Option 1

Primary Need #1	**Primary Need: (head of fishbone)**
	Root Cause:
	Needs Statement: (tail of fishbone)
	Desired Outcome: (Needs statement restated in a positive)
	SMART Goal: Process (if appropriate) Impact (If the primary need is fixed how will your % proficient be affected?)

	Strategy:	**Action Steps** Implementation: Monitoring: Evaluating:
	Strategy:	**Action Steps** Implementation: Monitoring: Evaluating:

Primary Need #2	Primary Need: (head of fishbone)
	Root Cause:
	Needs Statement: (tail of fishbone)
	Desired Outcome: (Needs statement restated in a positive)
	SMART Goal: Process (if appropriate) Impact (If the primary need is fixed how will your % proficient be affected?)

	Strategy:	Action Steps Implementation: Monitoring: Evaluating:
	Strategy:	Action Steps Implementation: Monitoring: Evaluating:

	Strategy:	Action Steps Implementation: Monitoring: Evaluating:

Primary Need #3	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tail of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: Process (if appropriate) Impact (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps Implementation: Monitoring: Evaluating:
	Strategy:	Action Steps Implementation: Monitoring: Evaluating:

Plan Worksheet Option 2 (includes all sections in GME)

Put all this information in the principle summary box in GME for your Target Principle	**Primary Need: (head of fishbone)**	
	Root Cause:	
	Needs Statement: (tail of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: Process (if appropriate) Impact (If the primary need is fixed how will your % proficient be affected?)	

Strategy #1: Title: Narrative:		Action Step Title	Action Step Narrative	Start-End Dates	Person Responsible	Data to Collect
		Implementation:				

	Monitoring:				
	Evaluating:				

Put all this information in the principle summary box in GME for your Target Principle	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tail of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: Process (if appropriate) Impact (If the primary need is fixed how will your % proficient be affected?)	

Strategy #2: Title: Narrative:	Action Step Title	Action Step Narrative	Start-End Dates	Person Responsible	Data to Collect
	Implementation:				

	Monitoring:				
	Evaluating:				

	Primary Need: (head of fishbone)				
Put all this information in the principle summary box in GME for your Target Principle	Root Cause:				
	Needs Statement: (tail of fishbone)				
	Desired Outcome: (Needs statement restated in a positive)				
	SMART Goal: Process (if appropriate) Impact (If the primary need is fixed how will your % proficient be affected?)				

Strategy #3: Title: Narrative:	Action Step Title	Action Step Narrative	Start-End Dates	Person Responsible	Data to Collect
	Implementation:				

	Monitoring:				
	Evaluating:				

Evidence-based Form
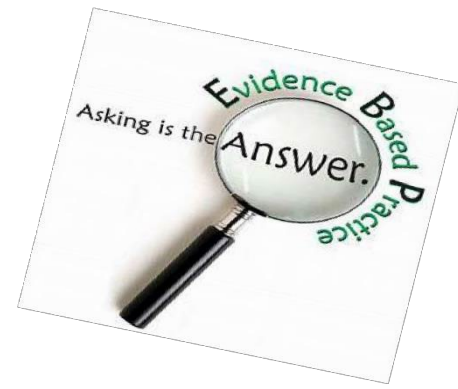
LEA Grade
☐Preschool
☐Elementary
☐Middle School
☐High School

LEA Community
☐Urban
☐Rural
☐Suburban

Research

Target grade	Community	ESSA Rating	Effect Size
☐Preschool	☐Urban	☐Strong	☐0.0 to .39 (not recommended)
☐Elementary	☐Rural	☐Moderate	☐0.4 to .49 (1-year growth)
☐Middle School	☐Suburban	☐Promising	☐0.5 and above (highly recommended)

☐High School

Program, Practice or Strategy Description or Research Paper Abstract:
Upload research report and/or job description to support your strategy to related documents. If doesn't have an ESSA rating, include type of study; Experimental studies have demonstrated that the intervention improves a relevant student outcome, Quasi-experimental studies have found that the intervention improves a relevant student outcome, Correlational studies (e.g., studies that can show a *relationship* between the intervention and outcome but cannot show *causation)* have found that the intervention likely improves a relevant student outcome. Case studies, white papers, or vendor research are not adequate.

Include website for research

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

Appendix E Planning Tool in GME

GME Home
Administer ▶
Search ▶
Reports
Inbox ▶
Contact ADE
Grants Management Resource Library
Help
🔒 **GME Sign Out**
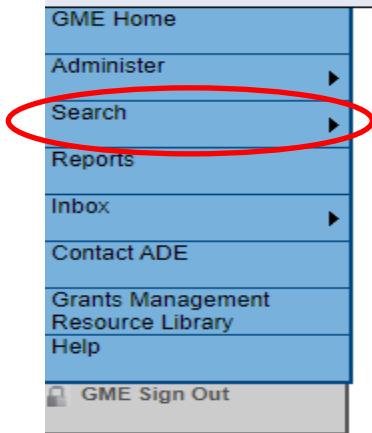
==Planning==

Search Plans

Organization Name:	Begins With ▾	
Organization Number:		
County:	All ▾	
Fiscal Year:	2021 ▾	
Plan:	LEA Integrated Action Plan (LIAP) School Integrated Action Plan (SIAP)	
Plan State:	All ▾	

Planning Tool Directions in GME
(NOTE: ALEAT is no longer used for the CNA and IAP)
See GME Quick Reference Guide in Grants Management Resource Library

[User Roles Assignment](#)

[LEA Integrated Action Plan - Planning Tool](#)

[School Integrated Action Plan-Planning Tool (CNA and IAP)](#)

GME Home
Administer ▶
Search ▶
Reports
Inbox ▶
Entity Information
Planning ▶
Monitoring ▶
Funding ▶
Reimbursement Requests
Project Summary
LEA Document Library
Address Book
Contact ADE
Grants Management Resource Library
Help
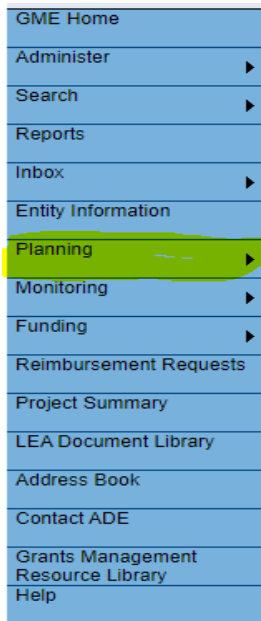
School Integrated Action Plan (SIAP)

All

History Log
- History Log
- Create Comment

School Planning Team
- School Planning Team (REQUIRED)

Comprehensive Needs Assessment
- Principles 1-6 (REQUIRED)
- K-8 AzMerit AZELLA Data (OPTIONAL)
- HS AzMerit Data (OPTIONAL)
- Miscellaneous Data (OPTIONAL)
- Teacher Data (OPTIONAL)
- Final Summary (REQUIRED)

Integrated Action Plan
- Principles, Strategies and Action Steps (REQUIRED)

Related Documents
- Related Documents

All

Required Documents		
Type	**Document Template**	
Fishbone Diagram [Upload at least 3 document(s)]	N/A	

3 separate fishbones must be uploaded

📄 Fishbone 4.6

Optional Documents		
Type	**Document Template**	**Document/Link**
5 Whys	N/A	

LEA Integrated Action Plan (LIAP)

Resources

Title I webpage

Access the Planning Tool Navigator website on the Title I home page for additional support with completing the Planning Tool components in GME.

GME Quick Reference Guides

Appendix F Selecting an External Provider

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

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

Appendix G Grants Required Budget Detail Example

Grant Guidelines

Below are examples of the level of detail required in the budget narrative.

6100 Salaries

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

Detail needed: # of staff x # of hours x hourly rate = total
What is the pay for? (example: after school tutoring, substitutes)
Position (example: reading interventionist)
Job description required for positions
Tutoring plan required for tutoring programs

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

Detail needed: # of staff x # of hours x hourly rate = total
What is the pay for? (example: off contract committee work to research math curriculum)
Position (example: data coach)
Job description required for positions

6300 Purchased Professional Services

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

Educational Service Provider (external provider)
    Detail needed: Who? What? When? For whom?
    How much? # of days x daily rate =
Scope of work with deliverables required for external providers/consultants
Professional Learning Activities
    Detail needed: Who? What? When? For whom?
    How much? # of days x daily rate =
Conference registration
Detail needed: Conference name, location? length? Who is attending? Registration cost x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)
TBD based on provider services or conference fees

Leadership Development
      Detail needed: Who? What? When? For whom?
      How much? # of days x daily rate =
Professional Learning Activities
      Detail needed: Who? What? When? For whom?
      How much? # of days x daily rate =
Conference registration
Detail needed: Conference name, location? length? Who is attending? Registration
cost x # of staff =

6500 Travel Costs

Function Code 2100, 2200, 2600, 2700 (staff)
TBD based on state per diem or board adopted rates

Travel expenses related to conferences attended by staff.
Detail needed: Conference name and date
Transportation cost x # of staff =
Hotel room cost x nights x # of staff =
Per Diem x # days x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)
TBD based on state per diem or board adopted rates

Travel expenses related to conferences attended by administrators.
Detail needed: Conference name and date
Transportation cost x # of administrators =
Hotel room cost x nights x # of administrators =
Per Diem x # days x # of administrators =

6600 Supplies

Function Code 1000 (direct contact with students)
TBD

Curricular materials, instructional kits, site licenses, etc. for student use
Item name x # of items x cost =
Miscellaneous office supplies not allowed

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

Supplies for staff, professional learning books, etc.
Item name x # of items x cost =
Miscellaneous office supplies not allowed

Grant recipients are required to:

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

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

Appendix H Grants Revision Example

Grant Revision Requirements

<mark>**Do not delete any of the original narrative – add to the original narrative.**</mark>

-Note the revision # and date of revision (i.e. Revision #1, Oct. 5, 2019)
<mark>*-Use a different color font for each new revision*</mark>

-Indicate the $ amount added to line item, describe specifically for what and where moved from.
-Indicate the $ amount subtracted from line item, originally for what and where moved to

-Double check math. Total in the narrative must match the total cost in each category.

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

		(FTE)	Cost	
6300 - Purchased Professional Services	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)	1.00	$1,215.00	$1,215.00
Narrative Description				

Revision 1   5.13.18 – Add $1215 for registration fees for Leading Change Conference for 3 administrators x $405 each. Funds moved from external provider costs.

Total for 6300 - Purchased Professional Services	$40,560.12
Total for all other Object Codes	$9,439.88
Total for all Object Codes	$50,000.00
Adjusted Allocation	$50,000.00
Remaining	$0.00

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6100 - Salaries	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.) ▾	3.0	1	$217,813.66	$217,813.66

Narrative Description

2.0 FTE - Behavior Specialist/Counselor/Learning Support Coordinator would be a 10 month position (teacher contract) to support and improve student achievement for all students with emphasis and focus on developing the skills and talents of students of all ability levels, both traditional and nontraditional learners through rigorous learning experiences. They are an emphasis on character development, laughter, and joy, and respect for all diversity. Provide referrals for individual and family counseling to outside and tribal resources, to include intervention and referral for students with alcohol and other drug related problems. These positions will also act as liaison to families, staff and outside tribal agencies. (1 FTE Behavioral Specialist = $51,600 + .50 FTE Counselor = $27,936 + .50 FTE Learning Support Coord. =$28,892.16 for a total of 2.0 FTE= $108,428.16)

1.50 FTE - School Improvement Specialist would be a 12 month position to work with principal on improvement plan as well as help as the Instructional coach and data analysis (1 FTE SIS= $66,233 & .50 FTE SIS = $35,172.50 for a total of 1.50 FTE= $101,405.50)

Amendment #1 (3/10/16)

Professional Development:
Outside professional contracted services will come in and do coaching and other PD related activities that align with AVID, UVA and our districts goals/objectives.
With the addition of paying teachers to come in during the summer break and working on Curriculum Mapping for core subjects (Reading, Math, Social Studies, and Science)

Curriculum Mapping (est. 20 teachers X $714.50 stipend =$ 14,290)
Estimated cost is $14,290.

Amendment #2 (5/16/16) Reduce Support Services by $6,310 to move towards 6300/2213 budget

Appendix I Grants Management Monthly Reimbursement Requests

Grants Management Staff will monitor
Reimbursement requests must be made monthly unless no funds were expended that month. Required documentation uploaded into Reimbursement Related Documents:

Detailed expenditure report (Visions grants management report) and a payroll report if applicable.

If you do not use Visions, the information required is in the table below. Work with your EPS on acceptable format from your specific accounting system.

Date	Reference #	Requisition #	PO/ship #	Vendor Name	Amount
08/29/2014	INV#369293	304	17278	SCHOOL MART	$3,049.20

Completion Reports

Grants Management Staff will monitor Project end date is Sept. 30, 2021
Completion Reports (CR) are due Dec. 30, 2021
It is important to note that once the CR has been started no reimbursement requests can be made.

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

Appendix J   Quarterly Benchmark Analysis and IAP Reflection

Quarterly Benchmark Analysis and IAP Reflection Tool (SY 2020-2021)

LEA:	School:

Overview:

The purpose of this Quarterly Benchmark Analysis and IAP Reflection Tool is to give your school team a structured opportunity to review and analyze benchmark data, reflect on Integrated Action Plan goals, strategies, and action steps, and create next steps based on data analysis. The template is broken down into 3 parts.

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

This process is intended to be completed by the site-based leadership team on a quarterly basis. It is highly recommended that your team plan these data analysis meetings prior to the due dates listed below. Please do not hesitate to reach out to your assigned Program Specialist for support.

Document Submission:

- This document is cumulative for the 2020-2021 School Year and should be updated and added to each quarter. See table below for due dates.
- *__Email your Quarterly Benchmark Analysis and IAP Reflection directly to your Specialist.__*
  - Eventually, we will use the new **EMAC system**; when the system is live, we will provide additional guidance and instructions for uploading.
- Schools may also include their benchmark data using their own data collection form (ex: Galileo Benchmark Report for aggregate school and grade level data). *__Please do not send individual student data.__*

Table: Quarterly Benchmark Information and Due Dates

Quarter	Type of Data	Data Source	Benchmark Analysis and IAP Reflection Due
Quarter 1	Beginning of Year 6 Week Benchmark #1 (by 9/25 per Governor's order)*	School-determined (may be different than Benchmarks)	October 30, 2020
Quarter 2	Benchmark #2	School-determined	January 15, 2021
Quarter 3	Benchmark #3	School-determined	March 15, 2021
Quarter 4	End of Year and Final Benchmark	Must include AzM2 and School-determined measure	June 15, 2021

I. Data Review Process

Directions: Please answer all three questions to describe how your team conducts quarterly benchmark and IAP analyses, how you review data and implementation information, who participates, and how your team shares results with other stakeholders.

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

II. Benchmark Data Sources and Results

Directions: Fill out your benchmark data information for both ELA and Math in the designated tables below. In the "Data Source Information" table, please include the name of the data source (i.e. the name of the assessment), which grades that assessment was administered to, and the date it will be administered. Next, please identify the reporting measurement of the data you will be reporting (i.e. % Proficient or Above). Lastly, please report the benchmark data for each grade that was assessed each quarter.

II.A) ELA Data Source Information

	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year
Name of Data Source					AzM2
Grades Tested					
Date Administered					

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

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

II.C)

ELA Data by Grade Level *(add additional rows if needed)*					
Grade	**Benchmark #1** (administered by 9/25)	**Benchmark #2**	**Benchmark #3**	**Final Benchmark**	**End of Year AzM2**

II.D) Math Data Source Information

	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year
Name of Data Source					AzM2
Grades Tested					
Date Administered					

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

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

II.F)

Math Data by Grade Level *(add additional rows if needed)*					
Grade	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year AzM2

III. IAP Review & Data Analysis

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

III.A) IAP REVIEW

	IAP IMPLEMENTATION		IAP GOALS & PROGRESS	
	ON TRACK What IAP strategies and action steps have been implemented or are on track to implement?	**NOT ON TRACK** What IAP strategies and action steps were *not* implemented and/or need more attention?	**IAP PROCESS GOALS** List **IAP Process Goals** and provide an update on progress towards goals for each quarter.	**IAP IMPACT GOALS** List **IAP Impact Goals** and provide an update on progress towards goals for each quarter.
Q1 6-week Benchmark #1				
Q2 Benchmark #2				
Q3 Benchmark #2				
Q4 End of Year + Final Benchmark				

III.B) DATA ANALYSIS & NEXT STEPS

	PATTERNS & TRENDS What patterns did your team observe in the benchmark data? (Be specific. Look at grade level strengths and challenges, teacher trends, content standards, subgroups, etc.)	CONTRIBUTING CAUSES What do you believe contributed to these results that is within your control? Refer to your IAP review of implementation and goals as needed.	PRIORITIZATION Based on your team's analysis of your current outcomes (with regards to benchmark data *and* other IAP goals), what are your top priorities as you move into the next quarter and why?	NEXT STEPS How will your team support those priorities? What strategies/actions within your current IAP need to be adjusted? What does your team need to do and who will be responsible?
Q1 6-week Benchmark #1				
Q2 Benchmark #2				
Q3 Benchmark #2				
Q4 End of Year + Final Benchmark				

Appendix K Data Walk Support

Learning Objectives Or Goals

Posted & Understood?
Teacher or student talk?
Do students know
what the objective/goal is
for the lesson?

Success Criteria

Specific, Concrete, "I Can."
Measurable
Describes what success
looks like when the goal is
reached.

Assessment

Informal - Used to monitor and adjust teaching, exit ticket, oral communication

Formal: (3 types listed below)
Selected Response – Multiple choice, T/F, fill in the blank

Extended Written Response – Write several sentences

Performance Assessment – Based on observation, performance skill or creative product to be judged.

Depth of Knowledge

Level 1 – Recall/Recite; when, where, who, what, why

Level 2 – Skill/Concept: separate, cause/effect, estimate, predict

Level 3 – Strategic Thinking; assess, compare, revise, differentiate

Level 4 – Extended Thinking; design, analyze, create, prove, apply

REQUIRED

STUDENTS MUST BE ABLE TO TELL YOU **WHAT** THEY ARE LEARNING AND **WHY**.

Engaged vs. Compliant (NAAACP)

Every lesson includes at least one of the following:

N... novelty and variety
A... affiliation (work w/others)
A... affirmation of performance
A... authenticity (significance)
C... choice
P... product focus

Students find value in what they are doing when they are engaged.

Learning Environment

Safe Environment – Room arrangement, resources, supports learning

Climate of High Expectations – Routines and rules minimize disruption

Opportunity to Learn – Work, tight alignment, teacher aware of students' levels

Student Work Displayed or Published

DATA WALK SUPPORT

Instructional Strategies

Identifying Similarities and Differences – Comparing, classifying, recognizing metaphors, using analogies (T-charts, Venn Diagrams, Frayer model, Comparison Matrix)

Summarizing and Note Taking – Linguistic and nonlinguistic notes, mind maps, Cornell Notes, Synthesizing information, pulling out the main idea

Reinforcing Effort and Providing Recognition – Authentic praise, explaining why an answer is wrong or right, connecting effort and outcome

Homework and Practice – Memorization, activities to increase skill speed, role activities to instill a concept or skill

Nonlinguistic Representation – Graphs, charts, maps, pictures, simulations, dramatizations, movement, music

Cooperative Learning – Working in pairs or groups where roles are assigned or there is structure, students have mutual goals, and are working together

Setting Objectives and Providing Feedback – Students create their own learning goals and get feedback from the teacher on their progress (long-term assignments, research, projects of choice)

Generating and Testing Hypothesis – System analysis, invention, experimental inquiry, decision-making, problem-solving

Cues, Questions, Advance Organizers – K-W-L- charts, questioning strategies, anticipation guides

We thank you for your hard work and time. Feel free to seek advice and support from your specialist throughout this process. Your specialist can also review your plan before it is submitted to help ensure all school improvement expectations are included.
Thank you!

School Support and Improvement Team