

Comprehensive Support and
Improvement School Guidance
with SIG Supplement
2018-19



Support and Innovation
Arizona Department of
Education

Support and Innovation

Our Vision: The Support and Innovation Unit drives academic reform creating and sustaining highly effective schools by promoting systemic changes.

Our Mission: Support and Innovation seeks to improve LEA and school systems in order to significantly increase and sustain quality outcomes for Arizona students.

Our Core Values: Trust, Compassion, Respect, Accountability, Service Orientation, Integrity, Transparency, Collaboration and Empowerment

Theory of Action

If Support and Innovation drives academic reform and systemic change

By

Supporting bold turnaround leadership development
Supporting the creation of sustainable cultures for learning and collaboration
Promoting standards-based, evidence-based instructional practices
Fostering data driven decision making
Supporting Integrated Action Plan implementation

Then Arizona LEAs and schools will become highly effective

And dramatically increase student learning and improve outcomes for all students.



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School Improvement Program Description

Comprehensive Support and Improvement (CSI) Schools

Identified every three years

Identification for low achievement (beginning 2017):

Title I schools with student proficiency/percent passing, ELA and Math combined, in the lowest 5% on the statewide assessment

Exit Criteria:

- a minimum of two consecutive years of increased student proficiency on the state assessment
- implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan
- proficiency rate above the state bottom 5 percent of Title I schools on the state assessment

Schools will be monitored for the subsequent three years to ensure continued improvement. If a school falls into the bottom 5% again, they will immediately be placed back into Comprehensive Support and Improvement status and subject to the more rigorous interventions.

Identification for low graduation rate (beginning 2018):

All schools with a five-year cohort graduation rate of 66.5% or less

Exit Criteria:

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

SIG Schools - SIG Grants were awarded in FY15 and FY17.

SIG Schools that are identified as current CSI schools must adhere to all requirements in this document as well as implement all elements of the selected SIG model.

Schools that are no longer in improvement status, must continue to implement the selected SIG model as well as adhere to all fiscal requirements and statement of assurances.

All SIG schools will be programmatically and fiscally monitored a minimum of once a year.

All CSI and SIG Schools are required to complete:

- CNA and Root Cause Analyses (RCA) following Comprehensive Needs Assessment and Integrated Action Plan Guidance Document [CNA and IAP Guidance](#) and upload CNA Tool and RCA templates in ALEAT
- LEA Integrated Action Plan and School Integrated Action Plan in ALEAT
- Quarterly Benchmark Assessment data with reflections, adjustments and next steps uploaded in ALEAT
- Quarterly IAP review and progress update in ALEAT

CSI schools are supported by the Support and Innovation Unit until they meet exit criteria.

Schools must exit within four years. If not, they will be placed in the more rigorous intervention process.

2018-19 Timeline

January 2018 Review and Revise CNA

February 2018 Conduct RCA

Feb. 28, 2018 Upload revised CNA *with SY 18-19 in the title*; include root cause analyses templates and leading and lagging indicator data (AzMERIT data will be added in June)

March 2018 Review and Revise IAP in ALEAT

March 1, 2018 CSI Implementation and SIG Grants Open

May 1, 2018 CSI Implementation and SIG Grants Close

June 2018 CSI Implementation and SIG Grant Awards Announced

July 1-September 30, 2019 Implementation of 2018-19 IAP and CSI Implementation Grants and SIG Cohort 3 and 4 Grants

Comprehensive Support and Improvement School Requirements

- Comprehensive Needs Assessment (CNA) with root cause analyses
- LEA and School Integrated Action Plan (IAP) to address identified primary needs from CNA
 - need statements
 - desired outcomes
 - strategies
 - action steps
- Use of evidence-based programs, strategies and/or interventions
- Required SMART Goals
 - AzMERIT-All students ELA and Math achievement
 - AIMS Science –All students Science achievement
 - Subgroup ELA and Math achievement goals to address low achievement
 - Leading and lagging indicators goals as indicated by CNA
- Assurances
- Contact Forms
- Quarterly Benchmark Data with Reflections
- Quarterly IAP Reviews
- Timely responses to all requests

Required School IAP Goals

The following goals must be addressed in the School's Integrated Action Plan for all schools that are in school improvement.

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

Goal 1 – ELA achievement for all students

ELA achievement for all students will increase by ____% moving from ____% proficient or highly proficient on 2017 AzMERIT to ____% proficient or highly proficient on 2018 AzMERIT.

Goal 2 – Math achievement for all students

Math achievement for all students will increase by ____% moving from ____% proficient or highly proficient on 2017 AzMERIT to ____% proficient or highly proficient on 2018 AzMERIT.

Goal 3 – Science

Science achievement for all students will increase by ____% moving from ____% meets or exceeds on 2017 AIMS Science to ____% meets and exceeds on 2018 AIMS Science.

Additional required goals depending on subgroup data

Possible examples:

Percent of Students with Disabilities scoring proficient on ELA will increase by ____% from ____% in 2017 to ____% in 2018.

The achievement gap between % of all students scoring proficient and the % of EL students scoring proficient will be reduced by ____%, from ____% in 2017 to ____% in 2018.

Additional required goals depending on CNA leading indicator data

Possible examples:

Attendance rate will increase by ____% from ____% in 2016-17 to ____% in 2017-18.

Discipline Incidents will be reduced by ____%, from ____% in 2016-17 to ____% in 2017-18.

Required School Structures

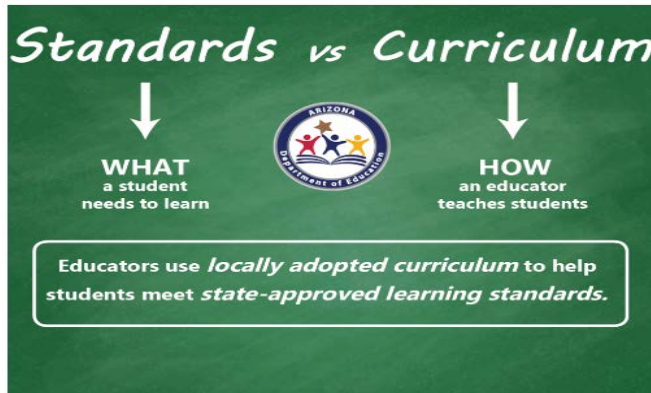
➤ Written Evidence and Standards Based Curriculum

CNA Principle 4: Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Curriculum includes scope and sequence, resources, activities, lessons, assessments and textbooks utilized by the teacher to ensure student learning.

Indicators and elements are included in Principle 4 of the [CNA Rubric](#)



Well-designed programs are based on research findings and undergo rounds of field testing and revision. A high-quality curriculum is meaningful, coherent, articulated, aligned, and promotes high standards for all students.

➤ Comprehensive, Balanced Assessment System

Includes screening and/or diagnostic assessments, formative assessment (student and teacher) classroom summative assessments, schoolwide predictive interim/benchmark assessments, and state mandated summative assessment (end of year/end of course); as well as a data management process to ensure that the system provides up-to-date data reports to allow for deep analysis of student, teacher, and school level data.

<http://www.azed.gov/standards-practices/resources-for-assessment-systems/>

➤ Professional Learning Communities

Required, scheduled meetings organized around teaching and student learning, including data discussions, lesson planning and evidence based pedagogy. <http://www.allthingsplc.info/>

➤ Multi-Tiered System of Support (MTSS)

A differentiated, coherent continuum of system-wide, evidence-based problem-solving practices supporting a rapid response to the academic and behavioral needs for all students; systems of support.

<http://www.azed.gov/mtss/resources>

➤ Observation and Feedback

The primary purpose of observation is to find the most effective ways to coach teachers to improve student learning. Observation and Feedback cycles support teachers to improve the learning through engaging lessons, instructional rigor and effective management. Highly effective teachers are developed through coaching.

<http://www.uncommonschools.org/our-approach/thought-leadership/leverage-leadership-book- paul-bambrick-santoyo-doug-lemov>

➤ Operational Flexibility

Principals must have sufficient operational flexibility to fully implement a comprehensive systems approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

<https://www.isbe.net/Documents/lp-oper- flexibility.pdf>

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, L/SIAP, achievement data, fiscal documents and any other requested documents)
- Submit and adhere to all assurances

On-Site Support and Progress Monitoring Visits

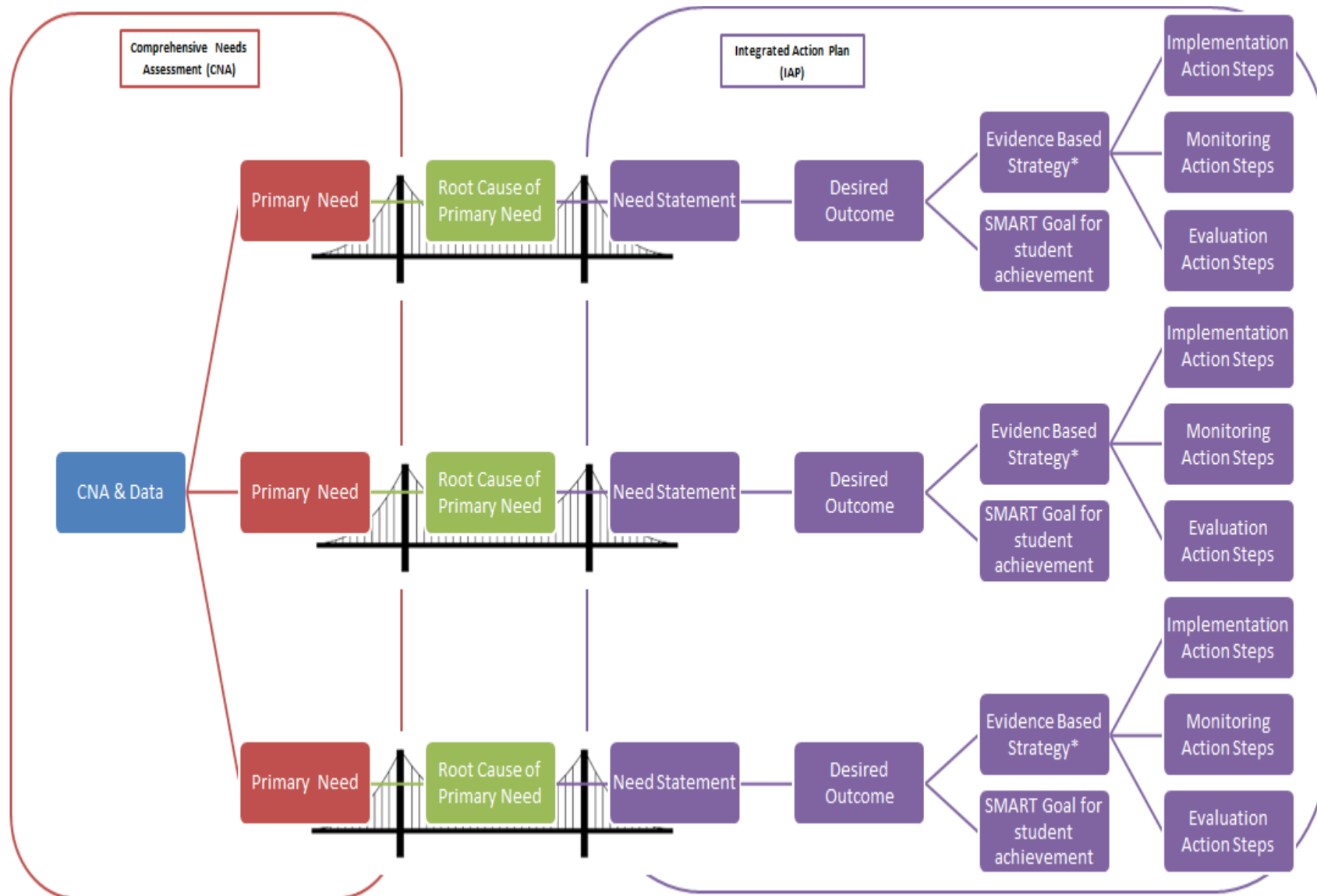
Based on differentiated LEA and school needs

General Guidelines

- Prior to visit, the LEA and school site staff will establish an agenda for day(s) in collaboration with the SI Education Program Specialist (EPS).
- EPS and Principal conversation at the beginning of the visit for school status update
- EPS meets with Site Leadership Team
 - IAP progress review and next steps
 - Data review
- Walk-through Classroom Observations (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/or 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
 - LEA at the end of the site visits
- Summary Report to LEA and school within 2 weeks

On site or online collaboration to continue the discussion, monitoring planning action steps, discuss evidence based interventions possibilities and other needs.

School Improvement Process from Comprehensive Needs Assessment to Integrated Action Plan CNA and IAP Guidance



*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.

Complete the Comprehensive Needs Assessment

Specific Step by Step CNA (excerpted from CNA/IAP Guidance Document)

1. Planning and Preparation

- Identify the Guiding Coalition-Comprehensive Needs Assessment (CNA) Team
 - The CNA team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement.
 - 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.
- Discuss the school vision and mission to ground the work
- Determine CNA completion process (which may include forming additional work teams)
- Determine timeline

2. CNA Data Collection, and Analysis

- Data collection
- Data analysis to select the Element descriptors that best match your school for all six Principles' Indicators.
- Discuss, discuss, discuss
- Reach consensus on each element
- **Gather, review and analyze 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?
 - How do absence and mobility affect assessment results?
- **Gather, review and analyze leading indicator data**

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 over time?
- 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?

- **Gather, review and analyze lagging indicator data**

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
- Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring to advance student achievement? Are existing processes effective?
- Are there trends among subgroups?
- Are there trends among grade levels?
- Are there teacher specific trends?
- Are there trends relative to ELA or Mathematics?

Percentage of limited English proficient students who attain English language proficiency

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

Graduation rate

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

CNA Tool Directions

1. Access the Comprehensive Needs Assessment (CNA) Tool from the Arizona Department of Education website, Comprehensive Needs Assessment/Integrated Action Plan webpage <http://www.azed.gov/cna/>
2. Open the CNA Tool and save to your computer desktop.
 - a. Be sure to enable editing (yellow bar at the top of the screen).
3. Start with Principle 1-definition
4. Read Indicators one at a time with the corresponding Output.
 - a. Read each Element for that Indicator one at a time.
 - b. Answer the question by clicking on the O next to the answer that reflects the current state based on team discussion and consensus
 - c. Identify trends and patterns.
 - d. Identify possible primary needs for this principle.
 - e. Repeat for each Principle.

Quantitative Data: Quantitative data, both leading and lagging indicators in required. The templates allow you to collect these data all in one place.

The subgroups listed are required by ESSA. You may use your own template if you choose.

AzMERIT/MSAA Available: <http://www.azed.gov/research-evaluation/aims-assessment-results/>

Graduation Rate Available: <http://www.azed.gov/research-evaluation/graduation-rates/>

Dropout Rate Available: <http://www.azed.gov/research-evaluation/dropout-rate-study-report/>

Demographics Available: <http://www.azed.gov/research-evaluation/arizona-enrollment-figures/>
 Discipline Available: [School or LEA database/dashboard](#)
 Certification Available: <http://www.azed.gov/educator-certification/>
 Teacher attendance, retention Available: [School or LEA database/dashboard](#)

AZELLA-The best source for multiple years of this AZELLA data is the SDELL72

report. However, it is limited to only students that have tested at that school. This report can be accessed through ADEConnect-EL Role, which is assigned at the LEA level. For the first report, this will provide the proficiency levels; however, the LEA will need to link through AZEDS for the demographic information. For reclassification, the LEA can get a reclassification ballpark figure by using the Reassessment results and determining of the number of students who took the test, how many scored Proficient

3. Identify 3 or 4 Primary Needs

Reread the trends and patterns summaries and possible primary needs from all 6 Principles. Use the information in these summaries to Identify three or four primary needs. This could be your lowest rated indicators or your lowest rated principles. It could also be common indicators like high expectations. Look at the big picture and what are the trends in the CNA data.

Final Steps: Summary and Needs Identification		
Using the summary of your data above: Step 1- Identify your overall Primary Needs Step 2 - Conduct a Root Cause Analysis (next 3 tabs) Step 3 - Write Primary Needs Statements and Desired Outcomes (after root cause analysis)		
Step 1: Identify your 3- 4 Primary Needs	1	
	2	
	3	
	4	
Step 2: Identify Root Causes <i>See next three tabs</i>	1	
	2	
	3	
	4	
Primary Needs Statements and Desired Outcomes <i>determined by root cause analysis</i>	1	
	2	
	3	
	4	

Next step is critical to successful change.

4. Conduct a Thorough Root Cause Analysis See Appendix C for target questions

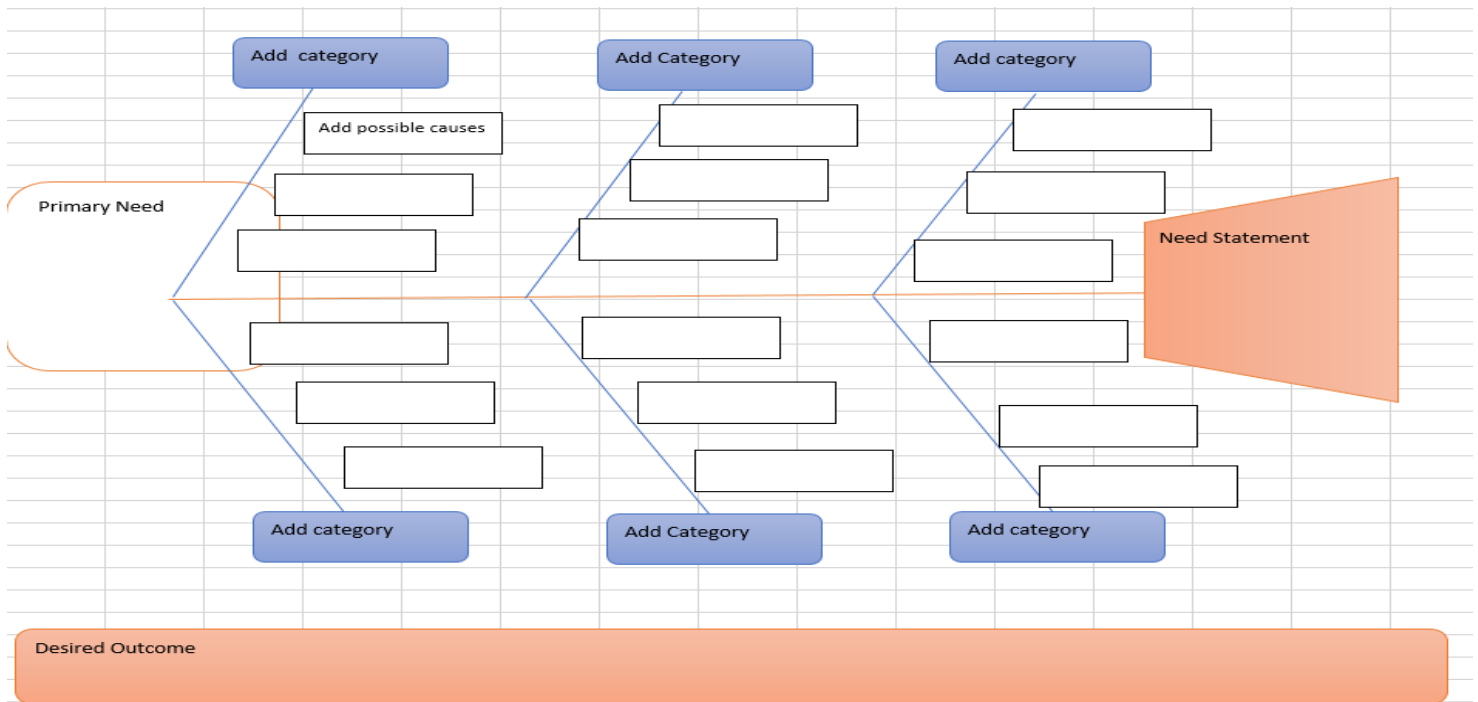
for your top 3 or 4 primary needs, resulting in Needs Statements and Desired Outcomes. Root cause analyses take time! It is necessary for impactful change.

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.**

PUT ALL ASSUMPTIONS ASIDE FOR THIS PROCESS

Root Cause Analysis Tools

Fishbone Diagram



Fishbone Diagram Process Directions: The team identifies clear and specific primary needs based on patterns and trends in the CNA.

- i. Choose ONE of the needs to address first and write it in the head of the fishbone.
- ii. 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)
- iii. The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
- iv. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
- v. Highlight similar items.
- vi. Look at the highlighted items and determine the primary needs.
- vii. Once the team agrees on the main problem verify that it is the root cause by asking the following:
 - a. Is what in the fishbone tail, if it were corrected would the problem continue?
 - i. If yes, you need to dig deeper and use the 5 whys?
 - ii. If no, you found the root cause?
- viii. If the answer provided is a contributing sub cause to the problem, the team keeps asking “Why?” until there is agreement from the team that the root cause has been identified.
- ix. 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 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.

*Important note: If a cause is something that the school cannot change or effect, it is **“off the table”** i.e. “The students come in so low”.*

The 5 Why Method

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

Step-by-step instructions

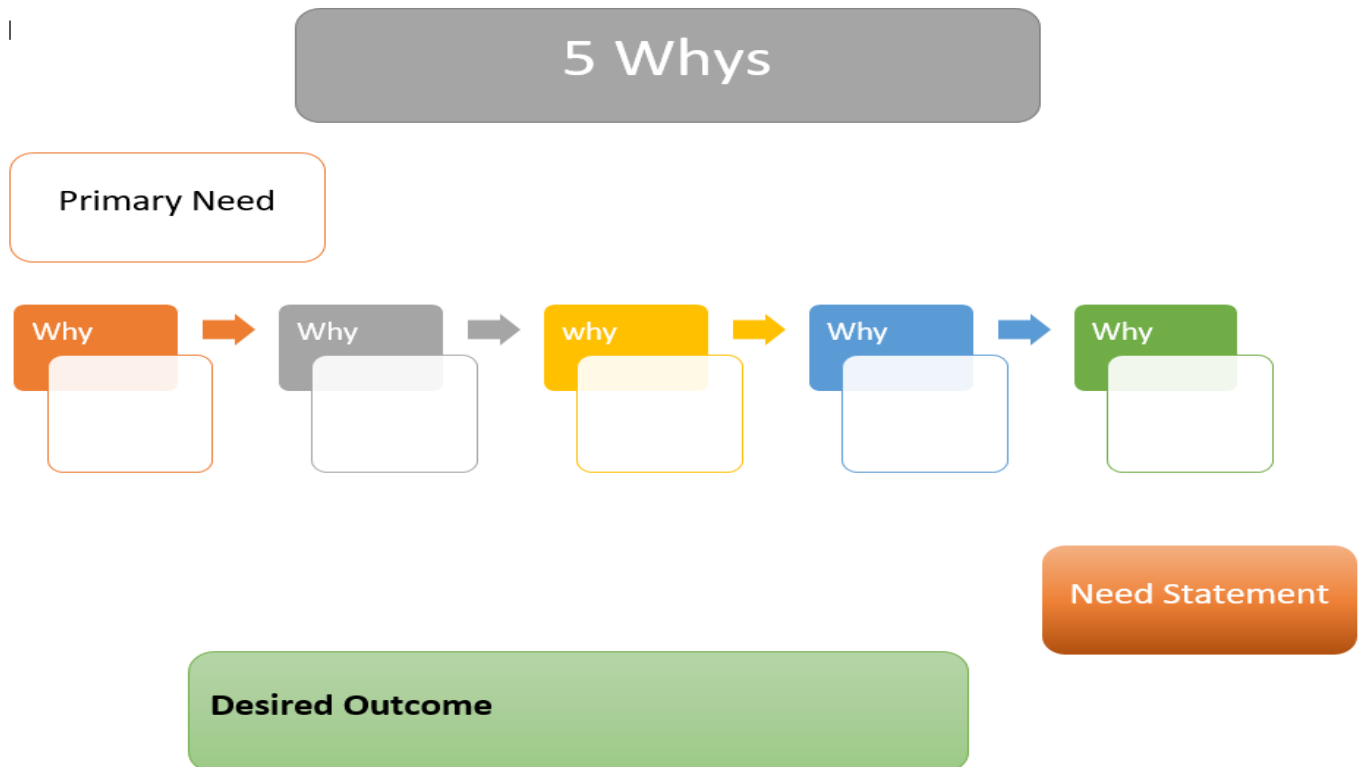
State the problem you have identified as a strategic problem to work on.

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.



Complete CNA Tool Step 2: Identify Root Causes and Step 3: Primary Needs and Desired Outcomes in the CNA tool

Step 1: Identify your 3-4 Primary Needs	1	
	2	
	3	
	4	
Step 2: Identify Root Causes <i>See next three tabs</i>	1	
	2	
	3	
	4	
Primary Needs Statements and Desired Outcomes <i>determined by root cause analysis</i>	1	
	2	
	3	
	4	

Integrated Action Plans

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)
 - Implementation Action Steps
 - Monitoring Action Steps
 - Measures
 - Success Criteria and Evidence

- 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.

School Integrated Action Plan (SIAP)

Process:

- Identify writing team to include all stakeholders
 - 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
 - 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: [Evidence Based Improvement Guide](http://www.azed.gov/improvement/) and [Evidence Based Guidance Document on SI](http://www.azed.gov/improvement/) webpage <http://www.azed.gov/improvement/> under *All Schools in Improvement*)
 - Generate list of possibilities
 - Investigate possibilities
 - Select evidence based strategies
- Add selected strategy under appropriate principle
- Develop action steps (using actionable verbs)
 - Implementation action steps
 - Develop clear and comprehensive actionable action steps including who is responsible and the timeline
 - Align resources, funding sources, people and time to action plan
 - Monitoring action steps
 - Determine measures to monitor implementation
 - Collect information to monitor the quality of supports being provided
 - Identify and track progress and performance
 - Consider what additional information is needed to determine if action steps are working
 - Assess the degree to which the implementation plan is being followed with fidelity
 - Is the intervention, strategy, system, or process accomplishing the intended goal/s?
 - Should it be continued or adjustments made?
 - Evaluation action steps
 - Determine measure/s to evaluate success
 - Determine criteria and evidence of success
 - Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
 - Were desired outcomes reached?
 - Were SMART goals met?

Ensure coherence and obvious relationships between all need statements, desired outcomes, SMART goals, strategies and action steps

Sample School Site IAP Worksheet

SAMPLE Primary Need #1	Primary Need: (head of fishbone) Strong Math Instruction Aligned to Standards	
	Root Cause: No adopted math curriculum	
	Needs Statement: (tale of fishbone) Need a written evidence and standards based math curriculum implemented with fidelity and professionally learning for evidence based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)	
	Desired Outcome: (Needs statement restated in a positive) Evidence and standards based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.	
	Strategy: Adopt an evidence and standards based math curriculum.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> Establish curriculum research committee Research available commercial curricula Visit schools with top 3 curriculum to view curriculum in action Select best fit curriculum Follow procedure to select and adopt a standards and evidence based math curriculum
	Strategy: Research and implement evidence based math instruction.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> Establish a committee Research different pedagogy and methodologies Select strategies to be implemented in all classrooms and/or grade level bands Plan PD to support implementation and training of methodologies
	Strategy: Consistent high quality professional development and support for all teachers.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> Provide bi-weekly PD for 60 mins Provide bi-weekly planning PD to implement strategies Plan and ensure PLC sharing and discussions of resources used, student work and what works instructional strategies Plan and implement Peer observations Schedule and conduct administrative walk through observations with targeted feedback and teacher action plans
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> Ensure teacher lesson plans reflect standards based objectives and evidence based instructional strategies Monitor teacher assessments

		<ul style="list-style-type: none"> ▪ Administrative walk through observation forms ▪ Determine successful completion of action steps on student achievement
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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

Plans are in ALEAT. Assurances are in Grants Management Enterprise (GME).

In order to allow for meaningful plans based on the primary needs identified in the CNA, while meeting the ESSA requirements, there are program requirements and assurances. Some assurances may require narrative description in either the SIAP or the program's grant application. See specific program information beginning on page 43.

Sample LEA Integrated Action Plan Worksheet

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): (tale of fishbone) Need a written evidence and standards based math curriculum implemented with fidelity and professionally learning for evidence based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)	
	Desired Outcome: (Needs statement restated in a positive) Evidence and standards based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 10% proficient or highly proficient on 2018 AzMERIT.	
	Strategy: Support Adoption of an evidence and standards based math curriculum.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ Help Research Evidence Based Programs for Elementary school ▪ Help facilitate the ordering of sample materials ▪ Meet with Curriculum Adoption Committee ▪ Help complete Curriculum Rubrics
	Strategy: Support Research and implement evidence based math instruction.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ Help Research Evidence Based PD strategies to support math PD ▪ Work with Site Principals to create a calendar to roll out implementation
	Strategy: Support Consistent high quality professional development and support for all teachers.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ Support sites with funds to conduct peer observations ▪ Schedule and conduct meetings with site principals to review walkthrough observations and action plans ▪ Attend site PDs to show support for the initiatives
SAMPLE Primary Need #2	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> ▪ Monitor site data (benchmarks/interims) ▪ Schedule and conduct walkthroughs to see curriculum in action
	Primary Need: (head of fishbone) Parent and Community Involvement	
	Schools that Display Primary Need: Dream Big Middle School, Hope Middle School	
	Root Cause(s): Not enough opportunities for parent and community involvement	

	Needs Statement(s): (tale of fishbone) Need to provide opportunities for the parents and community to get involved in the school (1.4, 2.7, 5.2, 5.5, 6.1, 6.2, 6.3,)	
	Desired Outcome: (Needs statement restated in a positive) Provide multiple opportunities for the parents and community to get involved to promote collaboration and increase student achievement	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Increase parent and community involvement by 20% moving from 48% on the 2018 parent satisfaction survey to 68% on the 2019 parent satisfaction survey.	
	Strategy: Create a volunteer program for parents and community.	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ Hold fingerprinting at each site to facilitate volunteers ▪ Provide substitutes for sites so admin/teachers can train volunteers once a quarter ▪ Create a district volunteer guide to support volunteer training
	Strategy: Increase communication with community	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ Help Research local community partnerships with site principals
	Strategy: Support site with parent and community involvement	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ Attend community events to support schools' sites with initiative ▪ Have Public Relations Person go to sites to photograph events and volunteers. ▪ Add photos and highlight on volunteer programs on district website
	Strategy: Monitor Implementation	Action Steps: <ul style="list-style-type: none"> ▪ Monitor sign in sheets and training ▪ Review parent survey data and meet with site leadership
SAMPLE Primary Need #3	Primary Need: (head of fishbone) Shared Knowledge of Content Standards	
	Schools that Display Primary Need: Arizona Elementary School, Sunburst Elementary School, Dream Big Middle School, Hope Middle School	
	Root Cause(s): Teachers do not know how to deconstruct standards into unit plans to plan for instruction	
	Needs Statement(s): (tale of fishbone) Teachers do not know their standards well enough to plan for instruction (6.2, 6.3, 6.4, 6.6)	
	Desired Outcome: (Needs statement restated in a positive) Teachers will deconstruct standards to create units of instruction to increase student achievement and increase student engagement.	

<p>SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.</p> <p>Reading achievement for all students will increase by 10% moving from 5% proficient or highly proficient on 2017 AzMERIT to 15% proficient or highly proficient on 2018 AzMERIT.</p>	
Strategy: Provide Training for Instructional Coaches in Backward Design	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ 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	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ 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	Action Steps: (List all your Planning Strategies form your planning worksheet) <ul style="list-style-type: none"> ▪ 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	Action Steps: <ul style="list-style-type: none"> ▪ 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

ALEAT

Uploading CNA

Uploading the School CNA

Upload the school CNA at the top of the Integrated Action Plan into the School File Cabinet, at the paper clip at the top of the page of the plan.
Be sure to label the document SY17-18SchoolNameCNA

Arizona LEA Tracker (ALEAT)

LEAs | Current LEA: ESSA sample - 2016 | Current School: Best Dang School in Arizona - ESSA School

LEA Overview | Plan | File Cabinet

Home > Plan

INTEGRATED ACTION PLAN [Paper Clip Icon] [Add Icon] [Edit Icon]

Best Dang School in Arizona - ESSA School - 2016 - 2017 School Year

Last Updated : Tee Lambert 09/24/2016 4:45 PM

Action Steps: 24

Status:

- Completed [0]
- Not Begun [0]
- In Progress [24]
- Suspended [0]

Select Document Type:

- ☒ New File: Please do not upload documents that contain student-identifying information unless specifically requested. [Choose File](#) SY17-18 Be... - CNA.xlsx File size limit: 50 MB
- ☐ Existing File
- ☐ Link to a web page URL
- ☐ Hard Copy Reference Only

Title *:

☐ Use Filename SY17-18 Best School in AZ - CNA.xlsx

Description:

This is published. Permissions

[Attach](#) [Cancel](#)

Click on the paper clip at the top of the page of the school IAP.

Click on the Choose File link and choose your CNA. (2)

Then uncheck the check next to Use File. (3)

Fill in the Title of the document to reflect the school year, the school name and that it is the CNA. (4)

Example:
SY17-18 Best School in AZ - CNA

Then click on Attach (5)

LEA Integrated Action Plan

LEA OVERVIEW 1
Blueprint Education - 078745000

Select School Year:
2017 - 2018 School Year Update

Instruments (9) **Integrated Action Plan Principles (6)** **Schools (3)**

Name	Status	Items not in Compliance	Due Date
1st Comprehensive Data Benchmark w/ Reflection	Submitted	0	01/15/2018
2017-2018 Cycle 4 On Site Monitoring	In Progress	0	
2nd Comprehensive Benchmark Data w/ Reflecti	In Progress	0	03/15/2018
3rd Comprehensive Benchmark Data w/ Refl	In Progress	0	06/15/2018
Comparability Calculation	In Progress	0	11/30/2017
Comprehensive November Baseline Data	Submitted	0	11/15/2017
Comprehensive Sup. & Imp. General Assurances	In Progress	0	11/15/2017
ECAP 2017-2018	In Progress	0	03/02/2018
Transportation Plan for Children in Foster Care	In Progress	0	10/01/2017

LEA INFORMATION
LEA Type Title I

ONSITES
[Schedule Onsite](#)

LEA OVERVIEW 1
Blueprint Education - 078745000

Select School Year:
2017 - 2018 School Year Update

Instruments (9) **Integrated Action Plan Principles (6)** **Schools (3)**

Go To Plan Overview


Title	Strategies/ Action Steps	Last Updated
1 - Effective Leadership	0/0	Joanna Barry 07/11/2017
2 - Effective Teachers and Instruction	0/0	Joanna Barry 07/11/2017
3 - Effective Organization of Time	0/0	Joanna Barry 07/11/2017
4 - Effective Curriculum	0/0	Joanna Barry 07/11/2017
5 - Conditions, Climate, and Culture	0/0	Joanna Barry 07/11/2017
6 - Family and Community Engagement	0/0	Joanna Barry 07/11/2017

LEA INFORMATION
LEA Type Title I

ONSITES
[Schedule Onsite](#)

**6 Principles
for LEA IAP**

School

LEA OVERVIEW  Blueprint Education - 078745000

Select School Year: 2017 - 2018 School Year [Update](#)

[Instruments \(9\)](#) [Integrated Action Plan Principles \(6\)](#) [Schools \(3\)](#)

Name	Status	Items not in Compliance	Due Date
1st Comprehensive Data Benchmark w/ Reflection	Submitted	0	01/15/2018
2017-2018 Cycle 4 On Site Monitoring	In Progress	0	
2nd Comprehensive Benchmark Data w/ Reflecti	In Progress	0	03/15/2018
3rd Comprehensive Benchmark Data w/ Refl	In Progress	0	08/15/2018
Comparability Calculation	In Progress	0	11/30/2017
Comprehensive November Baseline Data	Submitted	0	11/15/2017
Comprehensive Sup. & Imp. General Assurances	In Progress	0	11/15/2017
ECAP 2017-2018	In Progress	0	03/02/2018
Transportation Plan for Children in Foster Care	In Progress	0	10/01/2017


Page size: 25 1 to 9 of 9 items

LEA INFORMATION

LEA Type	Title I

ONSITES

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LEA OVERVIEW  Academy Of Excellence, Inc. - 078604000

Select School Year: 2017 - 2018 School Year [Update](#)

[Instruments \(4\)](#) [Integrated Action Plan Principles \(6\)](#) [Schools \(3\)](#)

Title	Principles/Strategies/ Action Steps	Last Updated
Academy Of Excellence - 078604101	6/0/0	Brenda Nelson 02/16/2015 5:40 PM
Academy of Excellence - Central Arizona - 078604004	6/0/0	Eula Dean 11/25/2014 10:24 AM
Fay Landrum Academy - 078604102	6/0/0	N/A

Page size: 25 1 to 3 of 3 items

LEA INFORMATION

LEA Type	Title I
21st Century Grant	Yes
Title III Funds:	Yes

ONSITES

[Schedule Onsite](#)

Click on the school to get to individual school's IAP

Integrated Action Plan in ALEAT

1

Add strategy

Principle 4 - Effective Curriculum	STRATEGIES: 0 of 2 Complete	ACTION STEPS: 0 of 7 Complete	TASKS: None	Budgeted: Actual:	\$0.00 \$0.00
Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.					
Hide Detail					

PRINCIPLE SUMMARY

Title *
Principle 4 - Effective Curriculum

Needs Statement: *
Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Instructions
Using the ADE Comprehensive Needs Assessment, evaluate your school against the indicators of an effective school and determine the area(s) of focus. After determining the area of need, create a measurable Goal, develop strategies and action

Edit

2

PRINCIPLE SUMMARY

Title *
Principle 4 - Effective Curriculum

Needs Statement: *

533

Need Statement:
Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low.

Desired Outcomes:
* Writing curriculum aligned with the appropriate grade level and content standards
* Writing curriculum is evidence and standards based and implemented with

[Spell Check](#)

4

Save **Save and Add Another** [Cancel](#)

Once you have determined your needs, chose the Principle you feel best aligns with your need. Click on the title of the Principle (1)

Under the Principle Summary click on edit (2)

Once in the Principle Summary delete the original description for the Principle and replace it with your Needs Statement and Desired Outcomes. (3)

Scroll down and click save. (4)

Develop your strategies and action steps to meet your desired outcomes.

PRINCIPLE SUMMARY

Title *

Principle 4 - Effective Curriculum

Needs Statement: *

Need Statement: Percent proficient consistently dips more than 10% on writing assessment in grade 4 and shows little improvement in grades 5 and 6. Word choice scores are extremely low. Vocabulary scores are also low. Desired Outcomes: * Writing curriculum aligned with the appropriate grade level and content standards * Writing curriculum is evidence and standards based and implemented with fidelity * Percent proficient on writing assessment will increase moving from 3rd to 4th, 4th to 5th, and 5th to 6th grades.

To create your strategy to address your need click on **+Add Strategy** link at the bottom of the Principle Summary page (1)

The "Edit a Plan Strategy" Page will open, provide a Title and Description then click Save. (2)

EDIT A PLAN STRATEGY

Instructions/Description

Title: *

Evidence and standards based Writing curriculum

Spell Check

Local Description

Writing curriculum aligned with the appropriate grade level and content standards

Spell Check

+

Save

Save and Add Another

Cancel

EDIT A PLAN STRATEGY

Instructions/Description

Title: *

Evidence and standards based Writing curriculum

Local Description

Writing curriculum aligned with the appropriate grade level and content standards




On the "Edit a Plan Strategy" Page you can create an Action Step by clicking on **+Add Action Step**. (3)

Action Steps (4)


Resources (0)


+ Add Action Step

Once you have stated your strategies, create your action steps to implement your strategies.

EDIT A PLAN ACTION STEP   

Instructions/Description

Title: *  1
Implement evidence-based writing instruction
Spell Check

Description: *  2
Implement developed curriculum using evidence-based writing instruction program.
Spell Check

Start Date (mm/dd/yyyy): *
08/01/2017

End Date (mm/dd/yyyy): *
05/25/2018

Requires Funding?:
☐

Professional Development Needed?:
☐

Timezone Notes: 0000
Spell Check




Audience: 0253
Spell Check

Tags:
SEA (2)
☐ 21st-CCLC
☐ Title-I
☐ TA
☒ SW
☐ TB-Safety
☐ Title-II
☐ Title-III
☐ Title-IV
☐ Migrant
☐ RP
☐ Other

Responsible:
☒ Tee-LEA Lambert (LEA)

Move Action Step
To move this Action Step to another Strategy, select a Strategy from the list

Save **Save and Add Another** **Cancel**

ACTION STEP SUMMARY   

Action Step Summary Page Description or Instructions

Title:
Implement evidence-based writing instruction

Description:
Implement developed curriculum using evidence-based writing instruction program.

SEA (2):
☒ SW
☐ Other

Status:
NOT BEGUN [Update Status](#)

Start Date:
08/01/2017

End Date:
05/25/2018

Requires Funding:
No

Professional Development:
No


Responsible:
Tee-LEA Lambert (LEA)

Save **Cancel**

UPDATE A PLAN ACTION STATUS

Instructions/Description

Status: *
In Progress ▼

Status Note:
 5

Save **Cancel**

Once you click on **+Add Action Step**, fill in the template, the * indicate areas that must be completed. (1)

- Be sure to make the start and end dates reflect the current school year. (2)
- Be sure to use appropriate **Funding** and/or **Program** tags (3)
(Please see **ALEAT Tags** list for full tag listing and definitions)

Funding Tags

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I –D Neglected & Delinquent Students Program
TII	Title II
TIII	Title III
TIV-A	Title IV-A-Student Support & Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support & Improvement
TS	Targeted Support & Improvement

Click on save once you have completed the Action Step. You then will be on the "Action Step Summary" page:

- Click on Status Update to mark your Action Step is in progress (4) and click save (5).

ALEAT Tag Requirements

You must use program tags to meet school improvement requirements.

If you receive SIG or Comprehensive Support and Improvement Grant funding, you must use funding tags in order to receive approval for your budgets in GME.

ALEAT Tags

Funding Tags

Funding Tags are **required** and associated with grant programs participating in the IAP Pilot for FY18. Multiple tags may be applied to a given activity to fund that activity – subject to the requirements of each individual grant program. Activities tagged with a Funding Tag should have associated expenses accounted for in the grant application associated with that tag.

TI-LEA	Title I – LEA Set Aside
TI-SW	Title I – Schoolwide Program
TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
TI-TA	Title I – Targeted Assistance Program
TI-C	Title I-C Migrant Education Program
TI-D	Title I –D Neglected and Delinquent Students Program
TII	Title II
TIII	Title III
TIV-A	Title IV-A - Student Support and Academic Enrichment Block Grant (NEW)
TV-RLIS	Title V-B- Rural and Low Income School Program
MOWR	Move On When Reading
SIG	School Improvement Grant
CS	Comprehensive Support and Improvement Grant
TS	Targeted Support and Improvement Grant

Program Tags

Program Tags are for the most part **optional** and indicate how activities may impact different programs and/or student populations. They may be associated with funding tags – but are not considered to be associated with a specific funding source.

AP	Advanced Placement Programs
CSI	Comprehensive support and Improvement Program (required, if a CSI school)
TSI	Targeted Support and Improvement Grant Program (required, if a TSI school)
CTE	Career and Technical Education Programs and Students
ECE	Early Childhood Education Programs and Students
EDTECH	Education Technology Programs
ELL	English Language Learners
Foster	Foster Education Programs and Students
Gifted	Gifted Education Programs and Students
Homeless	Homeless Education Programs and Students
Indian	Indian Education Programs and Students
IST	Integrated Support Team
Parent	Parent and Family Engagement Programs
Migrant	Migrant Students
SPED	Special Education Programs and Students
90Day-Fall	Action Steps Associated with a Local 90 Day Plan for the Fall Semester
90Day-Spring	Action Steps Associated with a Local 90 Day Plan for the Spring Semester
21stCLCC	21 st Century Learning Community Learning Center Program

Grant Opportunities

Comprehensive Support and Improvement Grant

Eligibility: Schools identified as Comprehensive Support and Improvement low achievement Schools.

This is a competitive grant. A detailed application with all required elements and documents is required to be considered for funding. No LEA out of fiscal and/or programmatic compliance will be considered eligible

Due date: May 1, 2018

Complete all sections in GME

- Contact Information
- Program Details
- Narrative Questions
- Assurances
- Required Related Documents
 - Evidence Based Summary Form/s in required related documents, if appropriate
 - Signature Page in required related documents

Proposed Budget

- Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.
- Items must support the strategies and objectives based on the data from the CNA and careful root cause analyses
- Be sure that the requests for funds are allowable.

Other Requirements

Uploaded reviewed and revised CNA, including Root Cause Analyses and reviewed and revised completed IAP with CSI goals, strategies and CSI tagged action steps, Evidence-Based Summary Forms (in required documents), signature page (in required documents), score of 25/30 required for funding.

Comprehensive Support and Improvement Grant Allowable Expenditures

All Comprehensive Support and Improvement School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment and advance the overall goal to increase the academic achievement in low performing schools.

- Strategies and action steps based on CNA data analysis
- Data driven decision-making process
- Leadership Development
- Professional Learning activities (including conferences and related travel)
- Educational Service Provider (external provider) services based on specific needs identified in CNA
- Supplies directly related to action steps
- Positions necessary for IAP implementation
- Stipends for off contract work (above and beyond duties necessary to job function); committees, or attending professional learning activities
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

Generally, this grant will not fund capital items.
This grant will NOT fund performance incentive pay or stipends.

Criteria for Compliance

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.

SIG Cohort 3 Sustainability (Year 5) Current grant recipients ONLY

This is a competitive process. High quality application (minimum 70% of points as scored by rubric), CNA, root cause analyses and LEA and School IAP are required to receive funding. LEAs out of fiscal or programmatic compliance will be ineligible for this grant.

Eligibility: Eligible applicants are current SIG Cohort 3 Schools who have successfully implemented the Transformation or Turnaround model, put systems in place to ensure continued improvement, and increased student achievement.

Grant awards will not be made to Local Education Agencies (LEAs) that are out of compliance with state or federal requirements, fiscal or programmatic.

Purpose: The purpose of the 1003(g) School Improvement (SIG) Sustainability Grant is to provide local educational agencies (LEAs) that demonstrated successful implementation of the selected model during the previous three years and demonstrate strong commitment to sustainability

Directions:

1. LEA and School teams collaborate to write a strong, detailed sustainability application, provide all required documents, provide evidence of compliance and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. It is highly recommended that the rubric is used when completing application.
2. Submission of completed application with all required documents and evidence is required. Additional inquiries from ADE will not be made.
3. The application will be scored using the scoring rubric provided by June 1

Allowable Expenditures

All SIG activities funded with 1003 (g) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment and advance the overall goal to increase the academic achievement in low performing schools.

- Data driven decision-making process
- Sustainability strategies and action steps based on CNA data analysis
- Sustainability strategies and action steps directly related to elements in selected Federal Model
 - Professional Learning activities (including conferences and related travel)
 - Educational Service Provider (external provider) services based on specific needs identified in CNA and sustainability efforts
 - Supplies directly related to sustainability
 - Stipends for off contract work (above and beyond duties necessary to job function); specific to sustainability work
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

This grant will NOT fund performance incentive pay or stipends.

Criteria for Compliance

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 funding forfeiture.

SIG Cohort 4 Year 3 ONLY SIG Cohort 4 schools, who have successfully implemented year 2 implementation grant.

This is a competitive process. High quality application (minimum 70% of points as scored by rubric), CNA, root cause analyses and LEA and School IAP required to receive funding. LEAS out of fiscal and programmatic compliance will be ineligible for this grant

Eligible Applicants: SIG Cohort 4 schools, who have successfully implemented year 2 implementation grant

Purpose

The purpose of the 1003(g) School Improvement Grant (SIG) is to provide local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools and with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.

Directions:

1. LEA and School teams collaborate to write a strong, detailed sustainability application, provide all required documents, provide evidence of compliance and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. It is highly recommended that the rubric is used when completing application.
2. Submission of completed application with all required documents and evidence is required. Additional inquiries from ADE will not be made.
3. The application will be scored using the scoring rubric provided during the week of
4. Awards will be made based on the scored application and the demonstrated capacity and commitment to continued implementation of selected model and sustainability plan.

Seventy percent of points are required for funding.

5. LEAs will be notified of award or non-award by June 1

Allowable Expenditures

All SIG activities funded with 1003 (g) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment and advance the overall goal to increase the academic achievement in low performing schools.

- Data driven decision-making process
- Strategies and action steps based on CNA data analysis
- Strategies and action steps directly related to elements in selected Federal Model and IAP
 - Professional Learning activities (including conferences and related travel)
 - Educational Service Provider (external provider) services based on specific needs identified in CNA

- Supplies directly related to implementation of model and/or IAP
- Capital outlay items necessary to implement model and/or IAP
- Position salaries necessary to implement model and/or IAP
- Stipends for off contract work (above and beyond duties necessary to job function); committees or attending professional learning activities
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

Criteria for Compliance

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.

CSI Graduation Rate Grant

Eligibility: Schools identified as Comprehensive Support and Improvement Schools for low Graduation Rate. *This is a competitive grant. A detailed application with all required elements and documents is required to be considered for funding. No LEA out of fiscal and/or programmatic compliance will be considered eligible.*

Due date: May 1, 2018

Complete all sections in GME

- Contact Information
- Program Details (use scoring rubric found in Document Library to guide your submission)
- Assurances
- Required Related Documents
- Evidence Based Summary Form/s in required related documents, if appropriate
- Signature Page in required related documents

Proposed Budget

- Complete a *proposed* planning budget in GME. Be sure to include sufficient details in the narrative.
- Items must support increased graduation rate strategies and objectives based on the data from the CNA and careful root cause analyses
- Be sure that the requests for funds are allowable.

Requirements

- Completed CNA uploaded in ALEAT
- Thorough root cause analyses for low graduation rate
- L/SIAP in ALEAT including grad rate required goals, strategies and action steps
- Assurances in ALEAT and GME
- Evidence Summary Form

CSI Graduation Rate Grant Allowable Expenditures

All Comprehensive Support and Improvement School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment and advance the overall goal to increase graduation rate in low performing schools.

- Data driven decision-making process

- Strategies and action steps based on root cause/s identified for low graduation rate
 - Professional Learning activities
 - Supplies directly related to action steps
 - Stipends for off contract work (above and beyond duties necessary to job function); committees or attending professional learning activities
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

This grant will NOT fund performance incentive pay or stipends or capital outlay items.

Criteria for Compliance

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.

Systemic Leadership Development Grant

Eligibility: LEAs with schools identified as Comprehensive Support and Improvement Schools (CSI) in 2017-18 or Targeted Support and Improvement Schools identified in 2018-19

A detailed application with all required elements and documents is required to be considered for funding. No LEA out of fiscal and/or programmatic compliance will be considered eligible.

Purpose: To provide funding to LEAs with CSI/TSI Schools for participation in approved systemic education or executive leadership programs and any required leadership coaching

Due date: Upon admission to the selected program

When application is completed in GME, it will be scored and LEA will be notified within two weeks of submission whether funds have been awarded.

Application Process

Complete all sections in GME

- ✓ Program Details
 - Contact Information
 - Narrative questions
 - Assurances
- ✓ Budget with detailed narrative
- ✓ Required Related Documents
 - Signature Page
 - Selected Leadership Program application/information

Official program description or brochure including benefits, details program long-term and short-term goals, program elements, participant eligibility, participation dates, length of program, program research base

Grant Allowable Expenditures:

- Program registration

- Travel related costs
- Other costs associated with program requirements such as a leadership coach

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.

ELEVATE - Executive Leadership Development Program

Arizona Department of Education partnership with Arizona State University and WestEd

A two-year program designed to educate and empower district leaders, principals and leadership teams to focus on improving teaching and learning, resulting in significant gains in student achievement. District and school leaders have the opportunity to work with and learn from colleagues throughout the state; solve problems collaboratively; re-invent, re-ignite, re- energize and transform systems; and receive tailored mentoring and support.

The program includes:

- A focus on building systemic capacity in the areas of data-driven instruction, effective use of observations and feedback, student and staff culture of learning, and effective talent management.
- District Readiness Assessment to determine the readiness of your system to engage in school turnaround efforts.
- Behavioral Event Interview with participating principals to determine the development needs of current and prospective leaders.
- Quarterly Convenings for the two-year period. Professional development builds on the work of Public Impact (Turnaround Leader Competencies), Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data), and other evidence based best practices.
- Ongoing coaching.

Cohort 3 ...Begins in early 2019. Grant funding is available for program and coaching costs. Contact Liz Allen elizabeth.allen@azed.gov for information or application.

Systemic Leadership Development grants are available by application.

Evidence-Based Improvement ESSA Guidance

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

Strong evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well- implemented study.

Moderate evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least - one well-designed and well- implemented quasi-experimental study.

Promising evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well- implemented correlational study with statistical controls for selection bias.

Demonstrates a rationale – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

Comprehensive Support and Improvement (CSI) Schools and Targeted Support and Improvement (TSI) Schools must choose interventions which show strong, moderate, or promising evidence. “Demonstrating a Rationale” is not an allowable evidence base for our schools in school improvement.

The movement to evidenced-based improvement from scientifically-based research allows states and schools more flexibility in choosing interventions; however, it also brings more local responsibility. It becomes the combined responsibility of the state and the school to ensure that they align intervention efforts, at all tiers of instruction, to solid evidence.¹ Additionally, when strong evidence does not exist, it becomes imperative that the state, LEA, and school gather evidence to demonstrate that the intervention increased student achievement.

See: [Guidance on the ESSA Levels of Evidence for School Improvement Grants](#) for specific information, support and resources.

¹ In ESSA, the term “intervention” is used broadly to encompass strategies, activities, programs, and interventions at all tiers of instruction

Overview of Required Documents

Documents	Completed by:	Submitted to:	Due by:
CNA	School	ALEAT File cabinet	No later than 3/15/18
Root Cause Analyses	School	ALEAT	No later than 3/31/18
School Improvement Goals in the SIAP	School	ALEAT	No later than 4/15/18
LEA and School Integrated Action Plan	LEA and School	ALEAT	No later than 4/15/18
General Assurances	LEA	ALEAT	5/1/18
<i>Grant Application/s if eligible</i>	<i>LEA and School</i>	<i>GME</i>	<i>5/1/18</i>
Updated LEA Contact Form	LEA	Online SI Webpage	7/1/18
Quarterly Student Benchmark Data Analysis and Trends Reflection	LEA School	ALEAT	10/15/18 1/15/19 3/15/19
AzMERIT Data Analysis and Trends Reflection	LEA School	ALEAT	6/15/19 AzMERIT Scores and last benchmark
Grantees Monthly Reimbursement Requests	LEA	GME	Monthly

Support and Innovation Contact List

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Appendix A Evidence-Based Decision-

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. (2017).

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, 2016) 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.

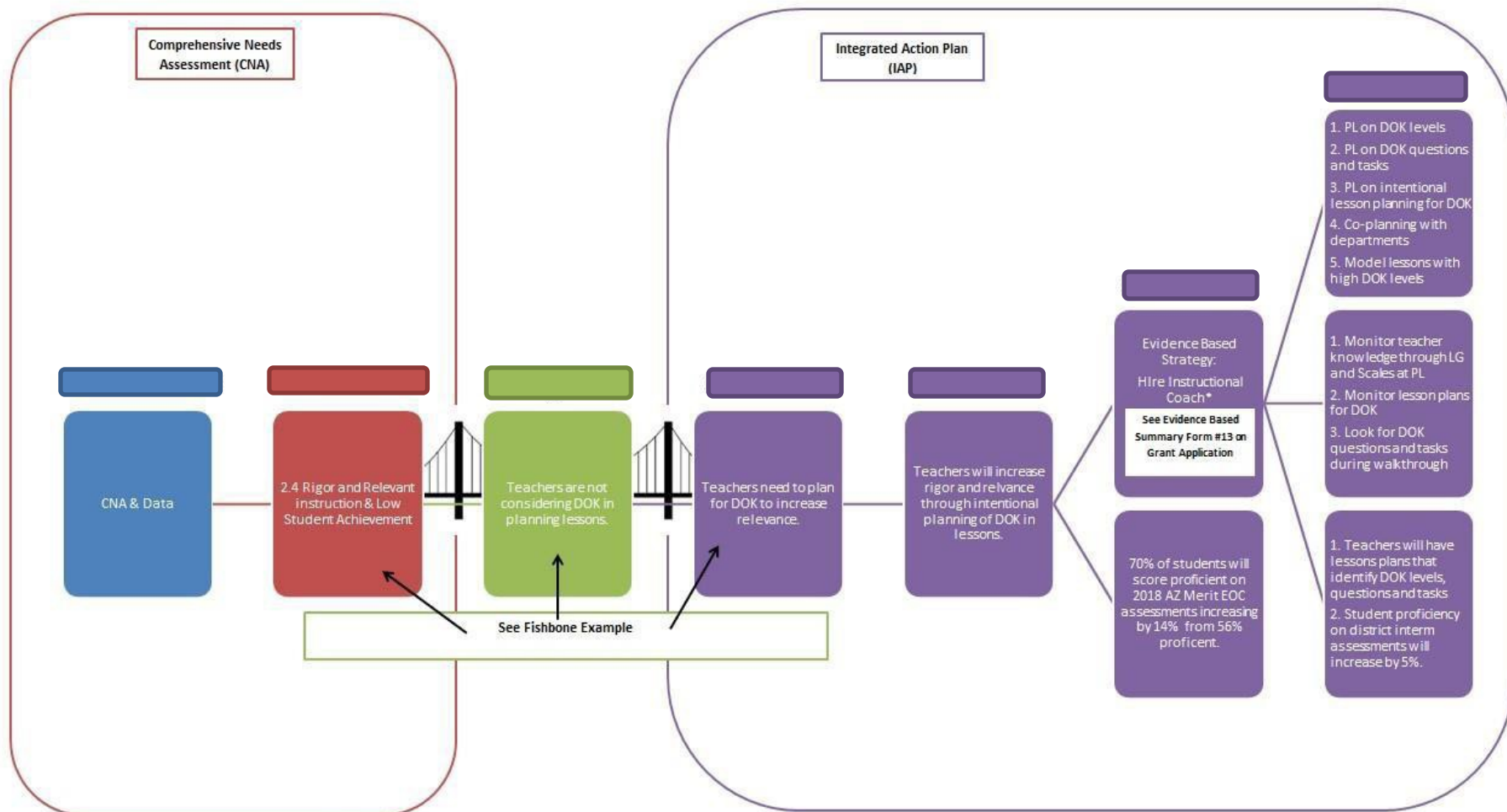
Step 3: Integrated Action Plan: In this step, a detailed implementation plan is developed for the selected interventions, to specify who will implement the interventions, when, and with what support. Planners determine what core features are needed for implementation with fidelity, and what adaptations 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 CNA IAP Process Example Chart



*Click on Resources at the bottom of this site for support on selecting evidence based strategies: <http://www.azed.gov/cna/> and complete Evidence Based Summary Form

Appendix C 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 D Integrated Action Plan Worksheet

Primary Need #1	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)

Primary Need #2	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)

Primary Need #3	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)

Primary Need #4	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tale of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?)	
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)
	Strategy:	Action Steps: (List all your Planning Strategies form your planning worksheet)

Appendix E

Evidence Based Summary Form

- LEA Grade

☐Preschool

☐Elementary

☐Middle School

☐High School
- LEA Community

☐Urban

☐Rural

☐Suburban

Research Summary

Target grade	Community	ESSA Rating	Effect Size
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong	<input type="checkbox"/> 0.0 to .39 (not recommended)
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate	<input type="checkbox"/> 0.4 to .49 (1-year growth)
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising	<input type="checkbox"/> 0.5 and above (highly recommended)
<input type="checkbox"/> High School			

Program or Strategy Description or Research Paper Abstract:
Please upload research report and/or job description to support your strategy to related documents.

*Please include website if applicable:

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

Appendix F Required Budget Detail Example

6100 Salaries

Instruction 1000 (direct contact with students)		
Function Code	Object Code	Total Amount
salaries	6100	Board adopted hourly rate

Detail needed: # of staff x # of hours x hourly rate =total
What is the pay for?

Support Services 2100, 2200, 2600,2700		
Function Code	Object Code	Total Amount
salaries	6100	Board adopted hourly rate

Detail needed: # of staff x # of hours = total
What is the pay for? (Example: after contract day PL)

6300 Purchased Professional Services

Support Services 2100, 2200, 2600,2700		
Function Code	Object Code	Total Amount
Purchased Professional Services	6300	TBD based on provider services

Professional Learning Activities
 o Detail needed: Who? What? When? For whom? How much? # of days x daily rate=
 Conference registration
 Detail needed: Conference name, location? length? cost x # of staff =
 Educational Service Provider (external provider)
 Detail needed: Who? What? When?
 # of days x daily rate =

6500 Other Purchased Services

Support Services 2100, 2200, 2600,2700		
Function Code	Object Code	Total Amount
Other purchased services	6500	TBD

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

Appendix G Revision Example

Must note revision # and date of revision, **DO NOT DELETE ANY OF THE ORIGINAL NARRATIVE!**

\$ Amount to line item, added specifically for what

\$ Amount subtracted from line item, originally for what

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

Use a different color font.

		(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 - 5.13.16 - Add \$1215.00 of funds to be used for registration fees for Scrum Gathering Conference (AGILE) for the BPHS principal as part of the leadership team of Blueprint Education This is from the \$1215.00 of funds to be deleted from external provider, John Miller to train staff and implement systems to utilize AGILE.					
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

6500 - Other Purchased Services \$973.76

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
6500 - Other Purchased Services	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)		1.00	\$973.76	\$973.76
Narrative Description					
Revision 1 - 5.13.16 - Add \$973.76 of funds to be added and used for food, lodging and transportation to Scrum gathering (AGILE) for the BPHS principal as part of the leadership team of Blueprint Education. These funds come from \$973.76 of funds to be deleted from external provider, John Miller to train staff and implement systems to utilize AGILE.					
Total for 6500 - Other Purchased Services					\$973.76
Total for all other Object Codes					\$49,026.24
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					
<p>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 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)</p> <p>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)</p>					
<p>Amendment #1 (3/10/16)</p> <p>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)</p> <p>Curriculum Mapping (est. 20 teachers X \$714.50 stipend = \$ 14,290) Estimated cost is \$14,290.</p> <p>Amendment #2 (5/16/16) Reduce Support Services by \$6,310 to move towards 6300/2213 budget</p>					

Appendix H Grants Management Staff will monitor Monthly Reimbursement Requests

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

Project end date is Sept. 30, 2019

Completion Reports (CR) are due Dec. 30, 2019

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. If journaling occurred, verification of vendor for those items is required.