School Improvement Guidance 2018-19

Comprehensive Support and Improvement Schools
State Designated "D" and "F" Schools

Support and Innovation
Improved Outcomes for All

Core Values

Trust, Compassion, Respect, Accountability, Service Oriented, Integrity, Transparency, Collaboration and Empowerment

Mission

To improve LEA and school systems in order to significantly increase and sustain quality outcomes for Arizona students.

Vision

Driving academic reform creating and sustaining highly effective schools by promoting systemic changes.

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School Improvement Supports

Support and Technical Assistance	Monitoring
- On-site support visits (min. twice a year) CSI schools - Evidence Based Decision Making - Support with the Comprehensive Needs Assessment (CNA) process - Support developing and implementing LEA & School Integrated Action Plans (L/SIAP) (Appendix H) - Support with grant applications and funding processes - Support with implementation of required LEA and school systems and structures - Evidence Based Interventions (Appendix D) - Desktop support as needed - Leadership Development - Professional development based on needs	- On-site monitoring and support visits (CSI Schools) - CNA and root cause analysis review - L/SIAP monitoring - Strategy and action step completion - Strategy and action step success - Next steps - Quarterly Benchmark Analysis and IAP Reflection (Appendix G) - Fiscal Review (Grant Funded) - Budget review and approval - Quarterly expenditure review - Revision review and approval - Desktop monitoring

Federal Comprehensive Support and Improvement (CSI) Schools
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 plus all "F" schools.
Exit Criteria bottom 5%:
- 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

Exit Criteria "F" schools:
- increased letter grade for 2 years
- implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan

Identification for low graduation rate (beginning 2018)
All schools with a five-year cohort graduation rate of less than or equal to two-thirds.
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 of two-thirds or greater.

CSI schools are identified every three years

State designated "D" and "F" Schools

ARS 15-241. School, charter school and school district accountability; annual achievement profiles; classification; letter grade system

Arizona State Board of Education adopts a methodology to identify letter grades for Arizona Schools each year. For 2017, letter grades were identified for traditional K-12 schools.
Statute Summary:
District Schools
If a **school** is assigned a **letter grade of D** pursuant to section ARS 15-241, the department of education shall immediately notify the district superintendent.

- The district governing board shall:
  - within thirty days after receiving notice of the classification:
    - provide written notification of the classification to each residence within the attendance area of the school
    - notice shall explain the improvement plan process and provide information regarding the required public meeting

- within ninety days after receiving notice of the classification:
  - develop an improvement plan for the school; the governing board shall include in the plan necessary components (IAP) as identified by the state board of education
  - submit a copy of the plan to the superintendent of public instruction and the county educational service agency
  - supervise the implementation of the plan

- Within thirty days after submitting the improvement plan hold a public meeting in each school that has been assigned a letter grade of D and shall present the respective improvement plans that have been developed for each school.

Charter Schools
If a **charter school** is assigned a **letter grade of D** pursuant to section ARS 15-241, the department of education shall immediately notify the charter holder and school.

The school shall:
within thirty days after receiving the classification:
- notify the parents of the students attending the school of the classification.
  - notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection

Within ninety days after receiving the
classification the charter holder shall
- present an improvement plan to the charter sponsor at a public meeting
- submit a copy of the plan to the sponsor of the charter school; the charter holder shall include in the improvement plan necessary components (IAP) as identified by the state board of education.

Within thirty days after submitting the improvement plan
- hold a public meeting in each school that has been assigned a letter grade of D and present the respective improvement plans that have been developed for each school

District Schools
If a **school** is assigned a **letter grade of F** pursuant to section ARS 15-241, the department of education shall immediately notify the district superintendent.

- The district governing board shall:
  - Within thirty days after receiving notice of the classification
    - provide written notification of the classification to each residence in the attendance area of the school
    - the notice shall explain the improvement plan process and provide information regarding the required public meeting

- Within sixty days after receiving notification
  - develop and/or evaluate needed changes to the existing school improvement plan
  - consider recommendations of SI Specialist
  - submit a copy of the plan to the superintendent of public instruction and the county educational service agency and
  - supervise the implementation of the plan.

- Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency hold a public meeting in each school that has been assigned a letter grade of F and shall present the respective improvement plans that have been developed for each school
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Charter Schools
If a **charter school** is assigned a **letter grade of F** pursuant to section ARS 15-241, the department of education shall immediately notify the charter school's sponsor.

The charter school/charter holder shall:
Within thirty days of a school being assigned a letter grade of F
- notify the parents of the students attending the school of the classification and of any pending public meetings to review the issue

Within sixty days after receiving notification
- develop and/or evaluate needed changes to the existing school improvement plan (IAP)
- submit a copy of the plan to the superintendent of public instruction and the county educational service agency
- supervise the implementation of the plan.

Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency
- hold a public meeting in each school that has been assigned a letter grade of F and present the respective improvement plans that have been developed for each school.

"D" and "F" schools are identified annually.

All CSI, "D", "F" and SIG Schools Requirements

**Comprehensive Needs Assessment (CNA) and Root Cause Analyses (RCA) –
completed annually** and uploaded in ALEAT (Title 1 schools) or sent to Specialist (Non-Title 1 schools)

LEA Integrated Action Plan and School Integrated Action Plan in ALEAT (Title 1 schools) or IAP worksheets (Non-Title 1 schools), sent to Specialist
- LEA and School Integrated Action Plan (IAP) to address identified primary needs from CNA, reviewed quarterly and revised annually
  Targeted Principles should include:
  - primary needs
  - root cause analyses
  - need statements
  - desired outcomes
  - strategies
  - action steps
  - SMART goals*
- 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
  - CNA process and impact goals

Quarterly Benchmark Analysis and IAP Reflection
Assurances
Contact Forms on website
http://www.azed.gov/improvement/lea-contact/

NOTE: Alternative High Schools identified as CSI for low graduation rate only are not required to complete Quarterly Benchmark Analysis and IAP Reflection form. They are required to complete step 4 describing IAP progress.

Step 4: Review and reflect on your current IAP. Prior to making changes to your IAP in ALEAT, contact your support specialist.

Reflecting on this quarter, what school improvement strategies and actions are you successfully implementing?	What school improvement strategies and actions need more attention?	Any additional considerations for the IAP?

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

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?

Achievable, 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.
.
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.

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, Achievable, Results based, Time-based)

SMART Goal Format

SIAP

Goal 1 ELA Achievement

    Reading achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2018 AzMERIT to____% proficient or highly proficient on 2019 AzMERIT.

Goal 2 Math Achievement

    Math achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2018 AzMERIT to____% proficient or highly proficient on 2019 AzMERIT.

Goal 3 Science Achievement

    Science achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2018 AIMS to____% proficient or highly proficient on 2019 AIMS.

High schools who opted to use an alternative assessment from the menu will create SMART goals based on the specific assessment selected. Contact your specialists for details

Graduation Rate

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

Subgroup

    Percent of students with disabilities scoring proficient will increase by____% from____% in 2018 to____% in 2019.
    Or
    The achievement gap between % of all students scoring proficient and the % of _____ (subgroup) students scoring proficient will be reduced by____% from____% in 2018 to_____in 2019.

Leading indicator examples

    (Attendance Rate) will increase from_____% in 2017-2018 to____% in 2018-2019.
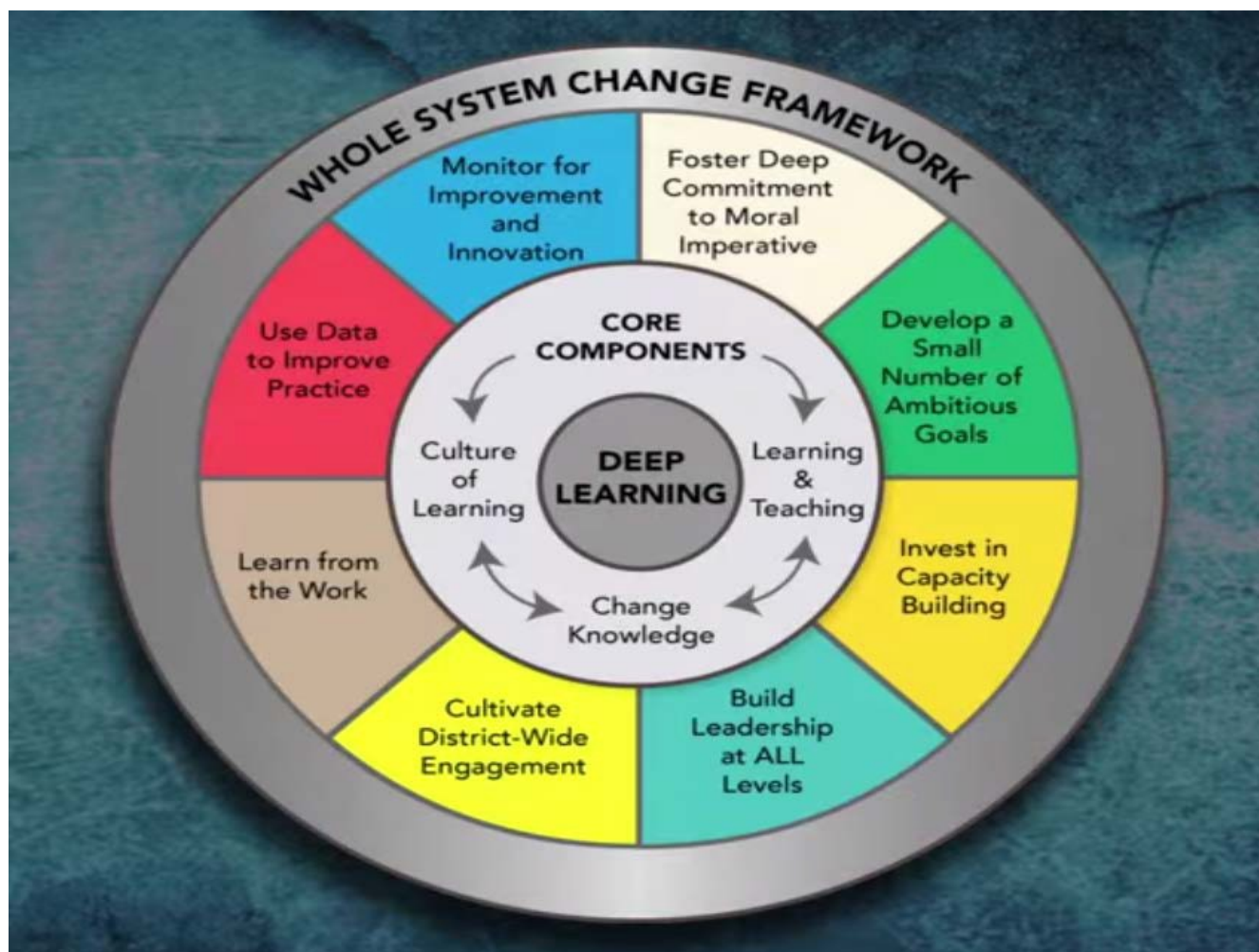   Or
    (Discipline Incidents) will be reduced by_____% from_____in 2017-18 to____in 2018-19.

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 2018 to 45% in 2019 as measured by the district writing assessment.

Required School Systems

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 CNA Principle 4

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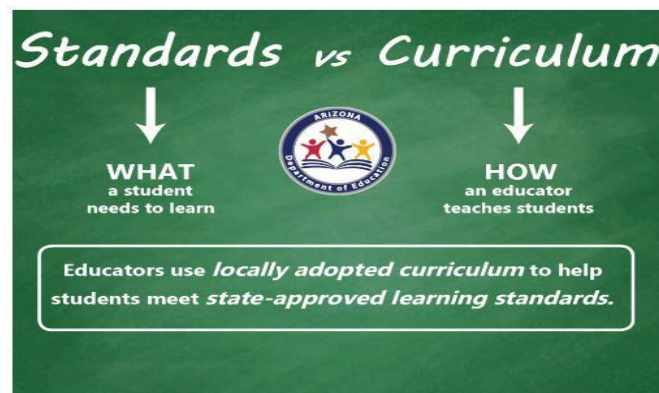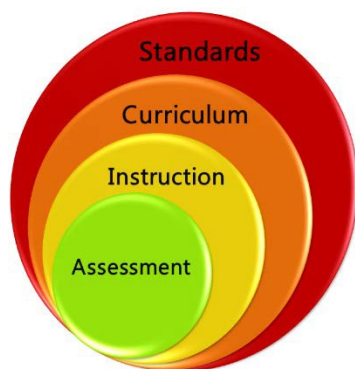
Standards - What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

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.
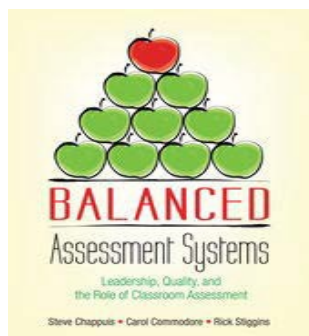
Instruction - The methods and processes used by teachers in planning, instruction and assessment. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

Assessment – The process of gathering information about student learning to inform education-related decisions. Assessments can reflect a wide variety of learning goals/targets using a range of methods serving many important users and uses at a variety of levels from the classroom to the boardroom. In this sense, assessment is an essential part of informing the teaching and learning process.

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/balanced-assessment-resources/
http://www.azed.gov/standards-practices/formativeassessrec/

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/
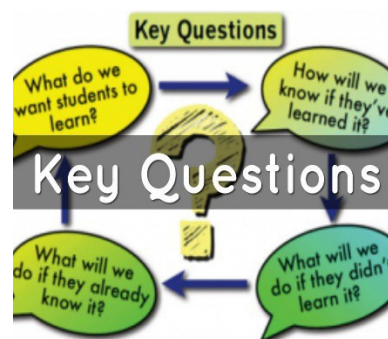
Multi-Tiered System of Support
(MTSS)

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
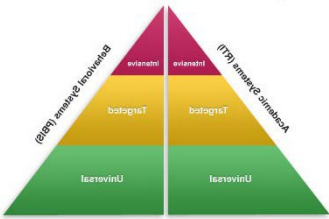
Observation and Feedback

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

On-Site Support and Progress Monitoring Visits

Site visits will be made to all CSI, SIG and "F" schools. "D" school visits will be based on 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 Support and Innovation 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 implementation, monitoring and evaluation action steps, discuss evidence based interventions possibilities and other needs.
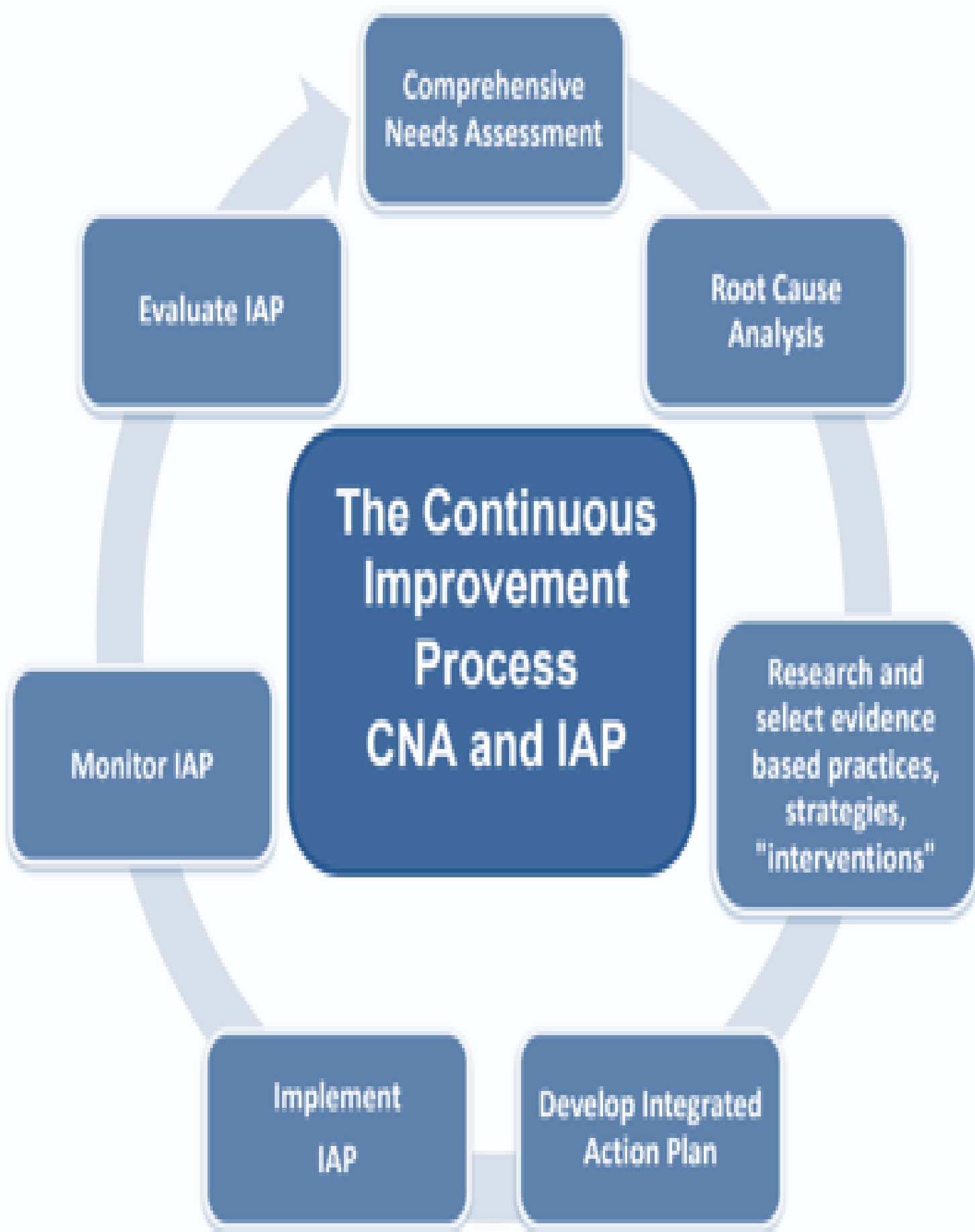
ELEVATE is an executive leadership program developed and supported by the Arizona Department of Education and WestED. The program focuses on developing the knowledge, competencies and skills of leaders as they work toward systemic change within schools and LEAs.

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 mentoring.

Cohort 3 …Begins in November 2018. 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.

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

CNA, RCA, IAP Process Overview
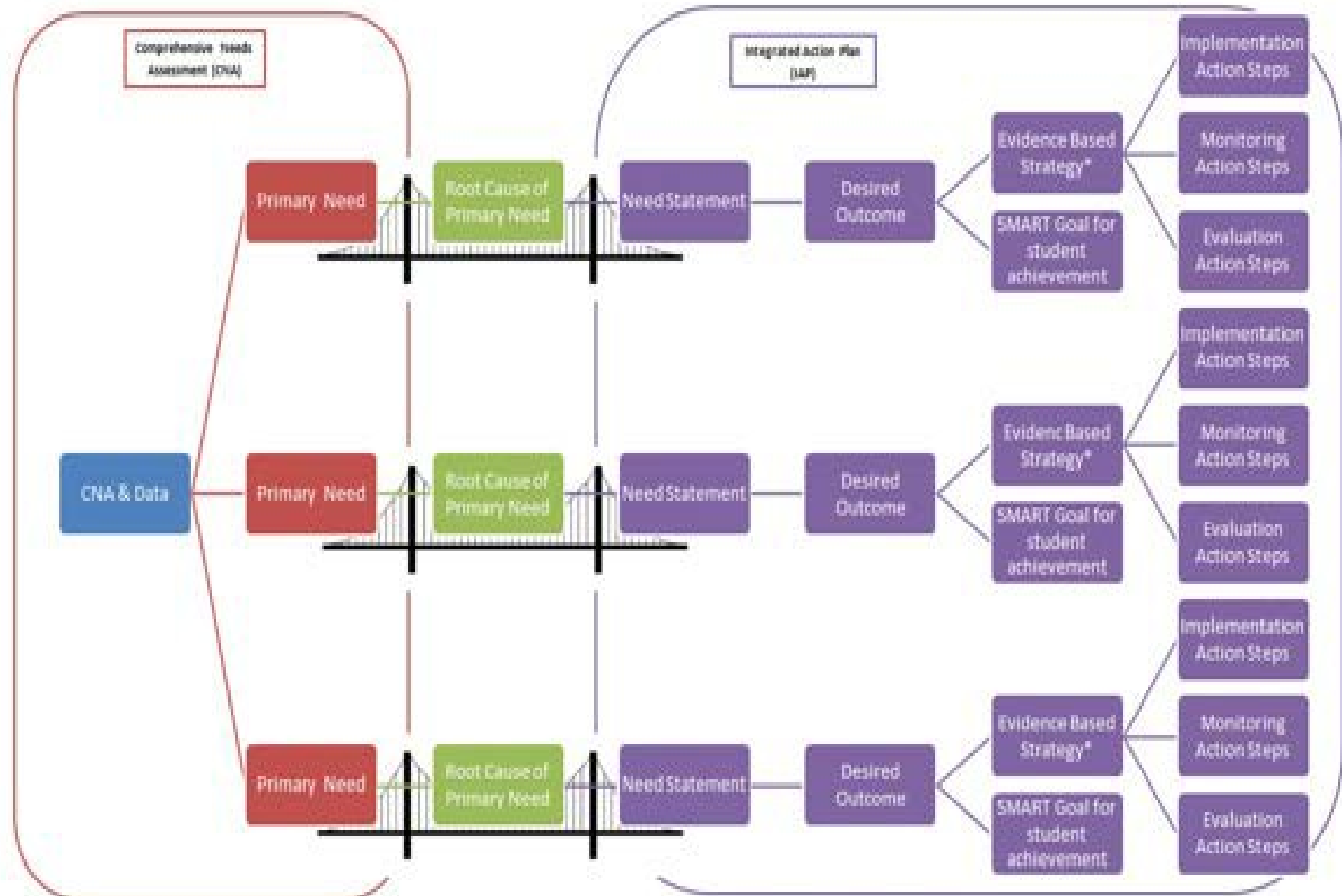
*Special Reminders: Strategies must be evidence based and there could be multiple strategies to support the desired outcome.

Comprehensive Needs Assessment Process

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 over time?
  - ○ Are there trends among subgroups or grade levels?

  Discipline incidents Guiding Questions
  - ○ Have there been changes in the discipline incidents rate over time?
  - ○ 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 over time?
  - ○ Are there trends among subgroups or grade levels?

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Teacher attendance rate

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

□ **Gather, review and analyze lagging indicatordata**

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

- o Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by studentsubgroup
- o Possible Student Achievement GuidingQuestions
- o 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?
- o Are there trends among subgroups?
- o Are there trends among gradelevels?
- o Are there teacher specific trends?
- o Are there trends relative to ELA orMathematics?

Percentage of limited English proficient students who attain English language proficiency

- o Are there trends among gradelevels?
- o Are there teacher specific trends?
- o Have there been changes in the proficiency ratesovertime?

Graduation rate

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

CNA Tool Directions
Use revised tool on Support and Innovation webpage
http://www.azed.gov/improvement/

1. Access the Comprehensive Needs Assessment (CNA) Tool from
   http://www.azed.gov/improvement/
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 and upload it into ALEAT.

AzMERIT/MSAA	*Available:* http://www.azed.gov/accountability-research/data/ https://accountability.azed.gov/profile/Default.aspx?EntityID=79275
Graduation Rate	*Available:* http://www.azed.gov/accountability-research/data/ https://accountability.azed.gov/profile/Default.aspx?EntityID=79275
Dropout Rate	*Available:* http://www.azed.gov/accountability-research/data/ https://accountability.azed.gov/profile/Default.aspx?EntityID=79275
Demographics	*Available:* http://www.azed.gov/accountability-research/data/
Teacher attendance	*Available:* LEA and School data files
Retention	*Available:* LEA and School data files
Discipline	*Available:* School data files
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.

Next step is critical to successful change

4. **Conduct a Thorough Root Cause Analysis** 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.
It is a structured team process that 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

Root Cause

Add category

Add possible causes

Primary Need

Add Category

Add category

Need Statement

Add category

Add Category

Add category

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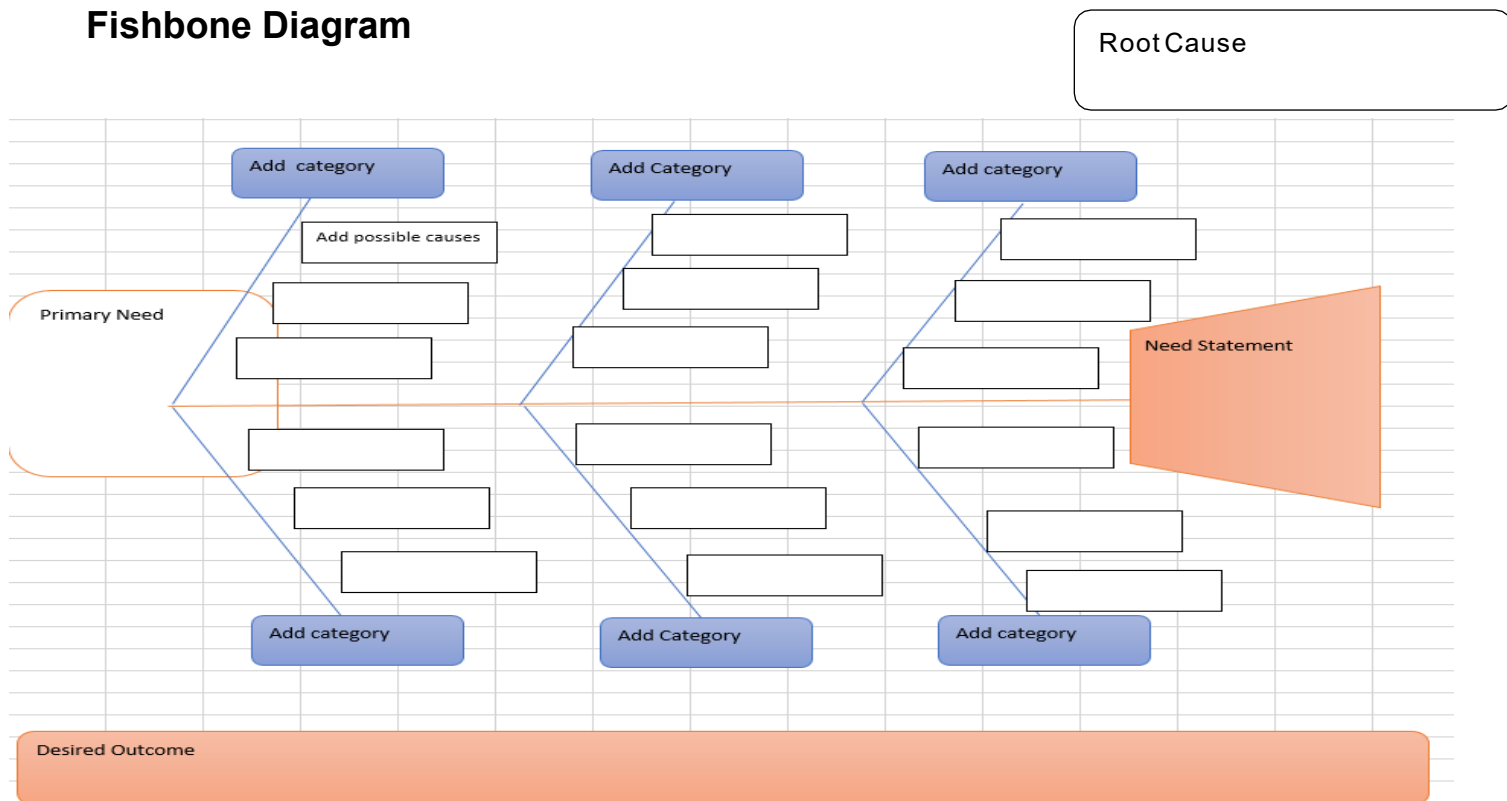
Fishbone Diagram Process Directions:
The team identifies clear and specific primary needs based on patterns and trends in the CNA.

- ☐ Choose ONE of the needs to address first and write it in the head of the fishbone.
- ☐ 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)
- ☐ The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
- ☐ After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
- ☐ Highlight similar items.
  - ☐ Look at the highlighted items and determine the primary needs.
  - ☐ Once the team agrees on the main problem verify that it is the root cause by asking the following:
    - o Is what in the fishbone tail, if it were corrected would the problem continue?
    - • If yes, you need to dig deeper and use the 5whys?
    - • If no, you found the root cause?
  - ☐ 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.
  - ☐ 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.
- Additional questions can be found in appendix B

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

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: "2.4 Our teachers do not implement evidence based rigorous and relevant instruction" as evidenced from classroom observations, lesson plans and the % proficient on AzMERIT, combining Indicator from the CNA and the lagging data set helped to determine that 2. 4 was a primary need.

- ☐ All the causes for teachers not implementing rigor were brainstormed. Target questions guided the work. After brainstorming, all ideas were considered and common trends and patterns identified; then key words or phrases that are in common were highlighted.
- ☐ This example identified no curriculum, not aligned, lack of skills to teach writing, not standards based as key factors causing the primary need
- ☐ The **needs statement** is then, "Written evidence based curriculum implemented with fidelity and professional development.
  The Needs statement is restated it in a positive and becomes the **desired outcome. "**Writing curriculum aligned to grade level standards implemented with fidelity to increase Percent proficient on writing portion of the state assessment." The desired outcome is your target goal.

  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, when needed.

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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.

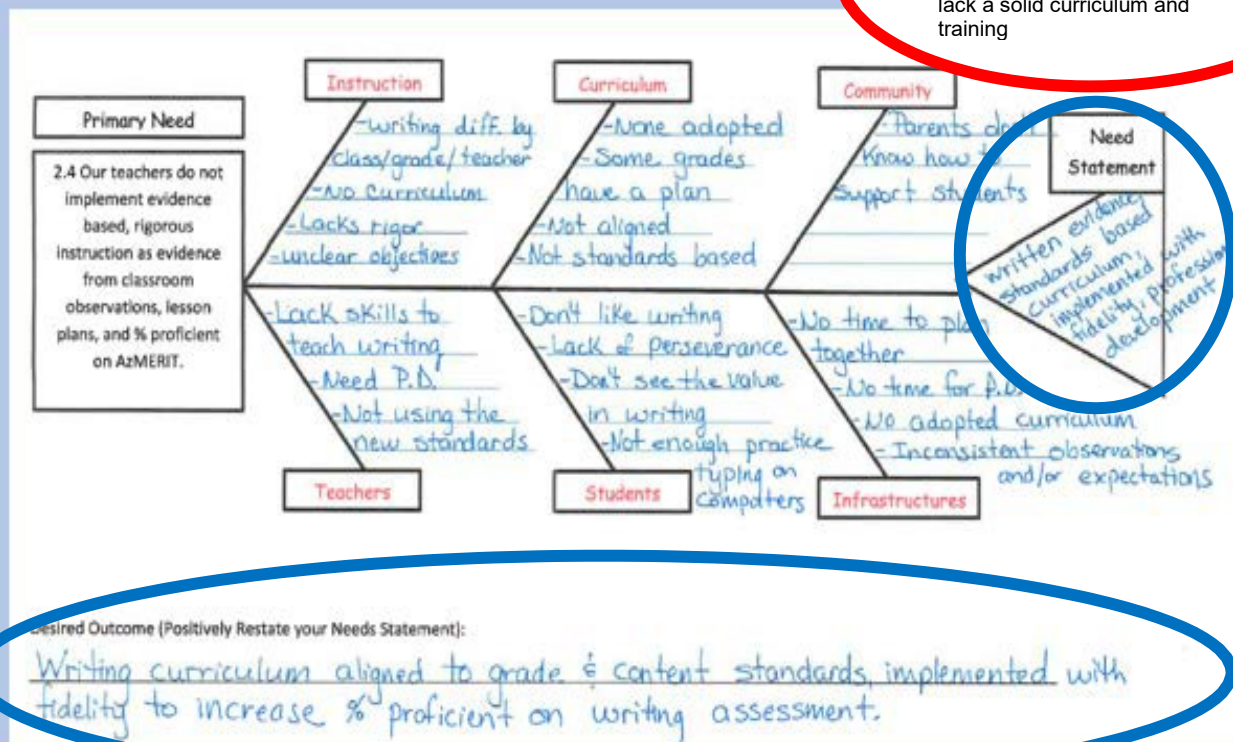The "5-Whys" is a strategy that is often used after an issue has been identified using another tool, such as a Fishbone Diagram or Process Mapping. Guard against using the "5-Why" questions on their own to avoid a narrow focus or bias.

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.
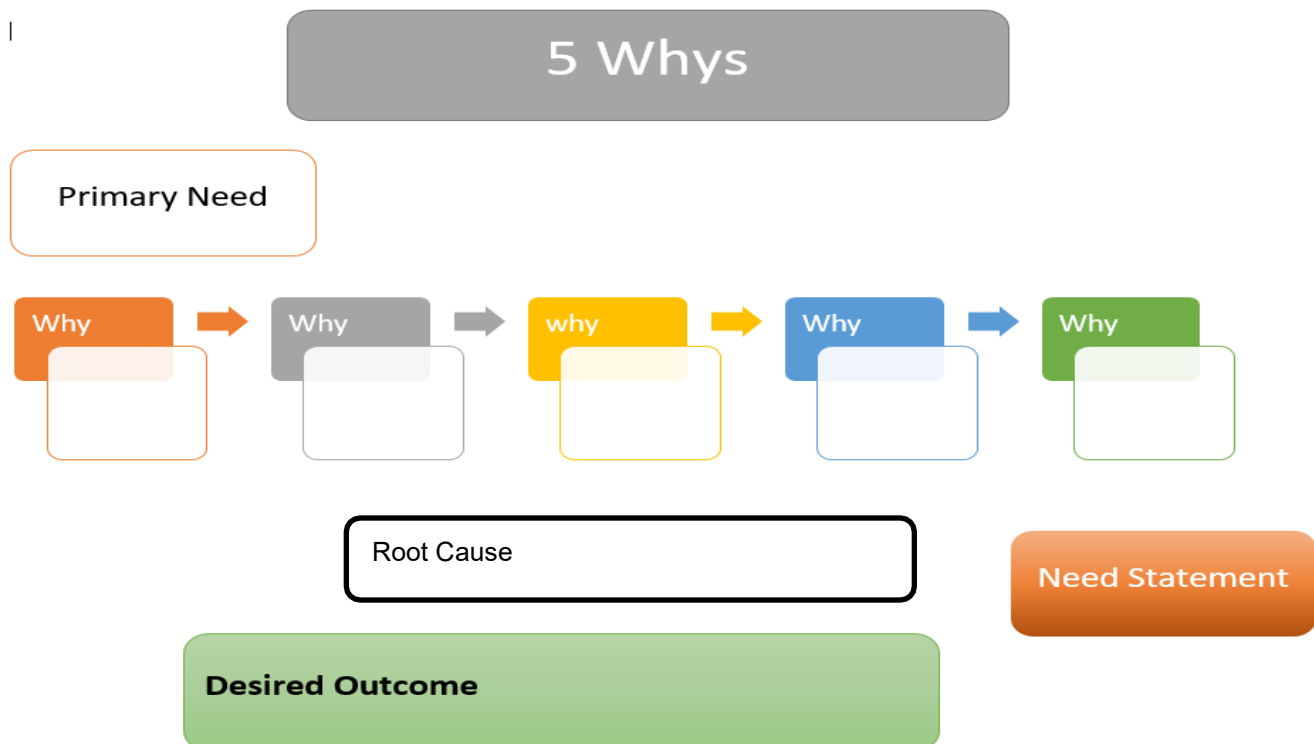
Root Cause: teachers are not implementing rigorous writing instruction because they lack a solid curriculum and training

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

Need Statement

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

Primary Need

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

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

Desired Outcome (Positively Restate your Needs Statement):

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

Complete CNA Tool Step 2: Identify Root Causes

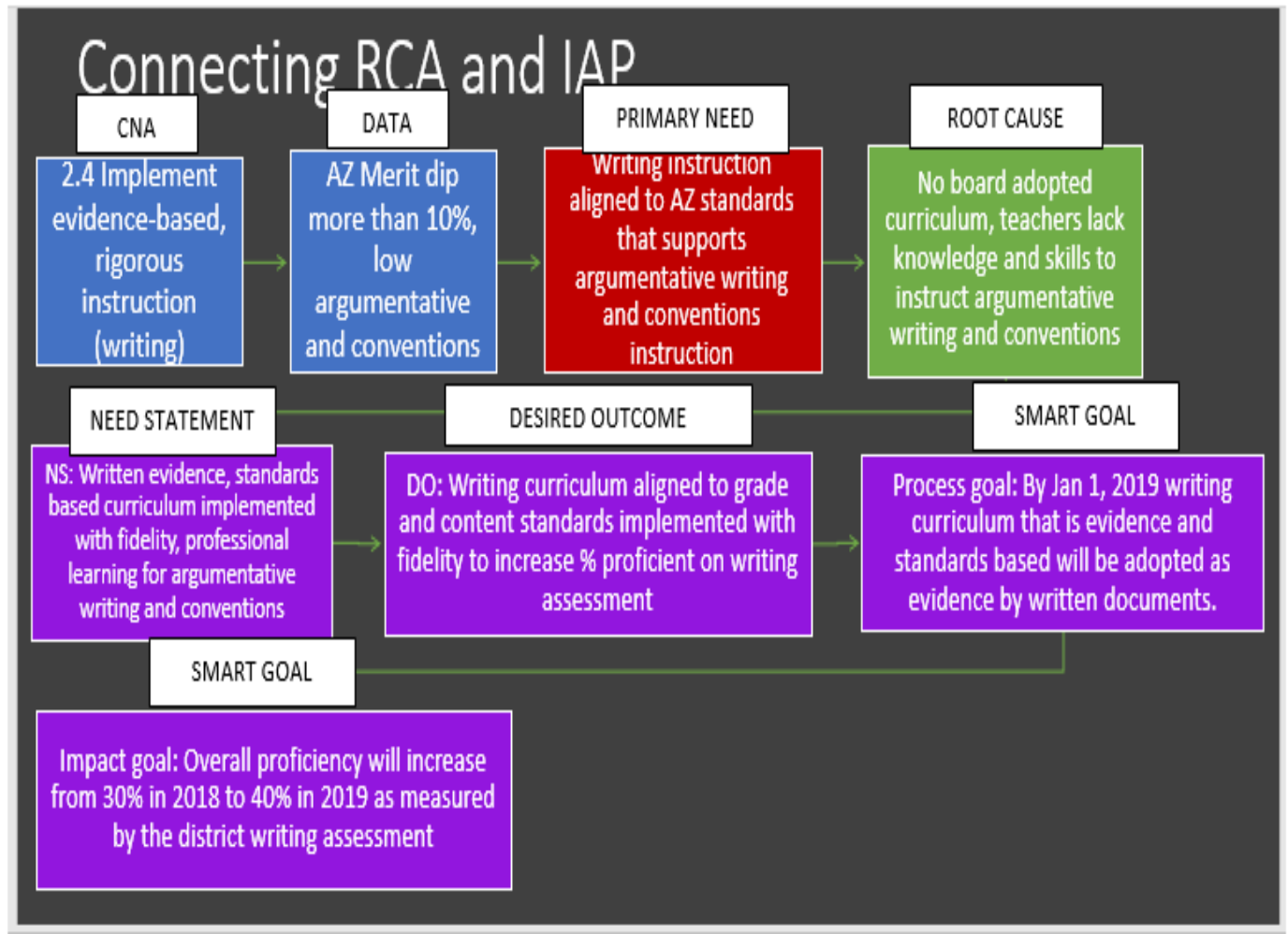|			
Step 1: Identify your 3- 4 Primary Needs	1		
	2		
	3		
	4		
Step 2: Identify Root Causes *See next three tabs*	1		
	2		
	3		
	4		
Primary Needs Statements and Desired Outcomes *determined by root cause analysis*	1		
	2		
	3		
	4		

Record Need Statements and Desired Outcomes

Complete CNA Tool Step 3: Primary Needs and Desired Outcomes in the CNA tool

Title 1 schools upload CNA, Root Cause Analyses (RCA) Fishbones and IAP in ALEAT.

Non-Title 1 school will submit CNA, RCA fishbones and IAP worksheets to specialist.

Connecting the Pieces

Connecting RCA and IAP

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

NEED STATEMENT	DESIRED OUTCOME	SMART GOAL
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	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

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 root causes and need statements 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.

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 Primary Needs, Root Causes, Need Statements with correlated Desired Outcomes; SMART Goals, if required
- Evidence based Strategies
- Evidence based Action **Steps - appropriate tags are required, funding and/or program tags**
  - Implementation Action Steps
  - Monitoring Action Steps
    - Measures
  - Evaluation Action Steps
    - Measures
    - Success Criteria and Evidence

Address only the applicable Principles based on the needs identified in the CNA; all 6 principles are **not** required to be addressed. Be sure to identify three or four Primary Needs, Root Causes, Need Statements and Desired Outcomes. 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
    - o include 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.

Specific and Focused Monitoring And Evaluating Action Steps Guiding Questions

Below are guiding questions to help your team develop specific and focused monitoring and evaluating action steps for your Integrated Action Plan. Including monitoring and evaluating action steps will ensure your strategy is implemented well and you achieve your desire outcome.

Principle 1

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
- At quarterly intervals, are the systems of academic and fiscal accountability ensuring every student's success? How do we know?
- At quarterly intervals, are collaborations with staff, family and community members present? If not, how can we change this?
- At quarterly intervals, what assessments have been implemented at the school and/or district level? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

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

Principle 2

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

Has the communication of purpose and results been made available to all parties

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

Principle 3

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
- At Quarterly intervals, what non-instructional activities have occurred for students? At quarterly intervals, what non-instructional activities have occurred for staff?

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

Principle 4

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
- At quarterly intervals, what professional learning experiences have staff had the opportunity to be involved in that focus on implementation of adopted curricula?

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

Principle 5

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
- At quarterly intervals, how does the school environment build mutual respect among leadership, teachers, students, and families? What evidence do we have that respect exists among and between different stake holder groups?
- At quarterly intervals, how has staff had a voice in impacting school climate, conditions and culture?
- At quarterly intervals, what services have we provided the fully support the academic and social needs of all students? Are these services sufficient? How do we know?

Principle 6

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
- At quarterly intervals, how has the school maintained collaborative partnerships among families and the community?
- At quarterly intervals, how have parents and families had a voice and been communicated to throughout this school period?
- Are we meeting the needs of all stakeholders in communicating school events, vision,

The following is a completed IAP Worksheet example with all required elements

Sample School Site IAP Worksheet

Root Cause: Lack of rigor and utilization of data driven instruction by teachers due to lack of knowledge and time for collaboration; lack of administrator/coach feedback and support	
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 2019. **Impact:** Reading achievement for all students will increase by 15% moving from 18% proficient and highly proficient on 2018 AzMERIT to 33% proficient or highly proficient on 2019 AzMERIT.	
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
o 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 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 2019 AzMERIT.	
	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 • Meeting agendas • Meeting minutes

		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 observations
		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.
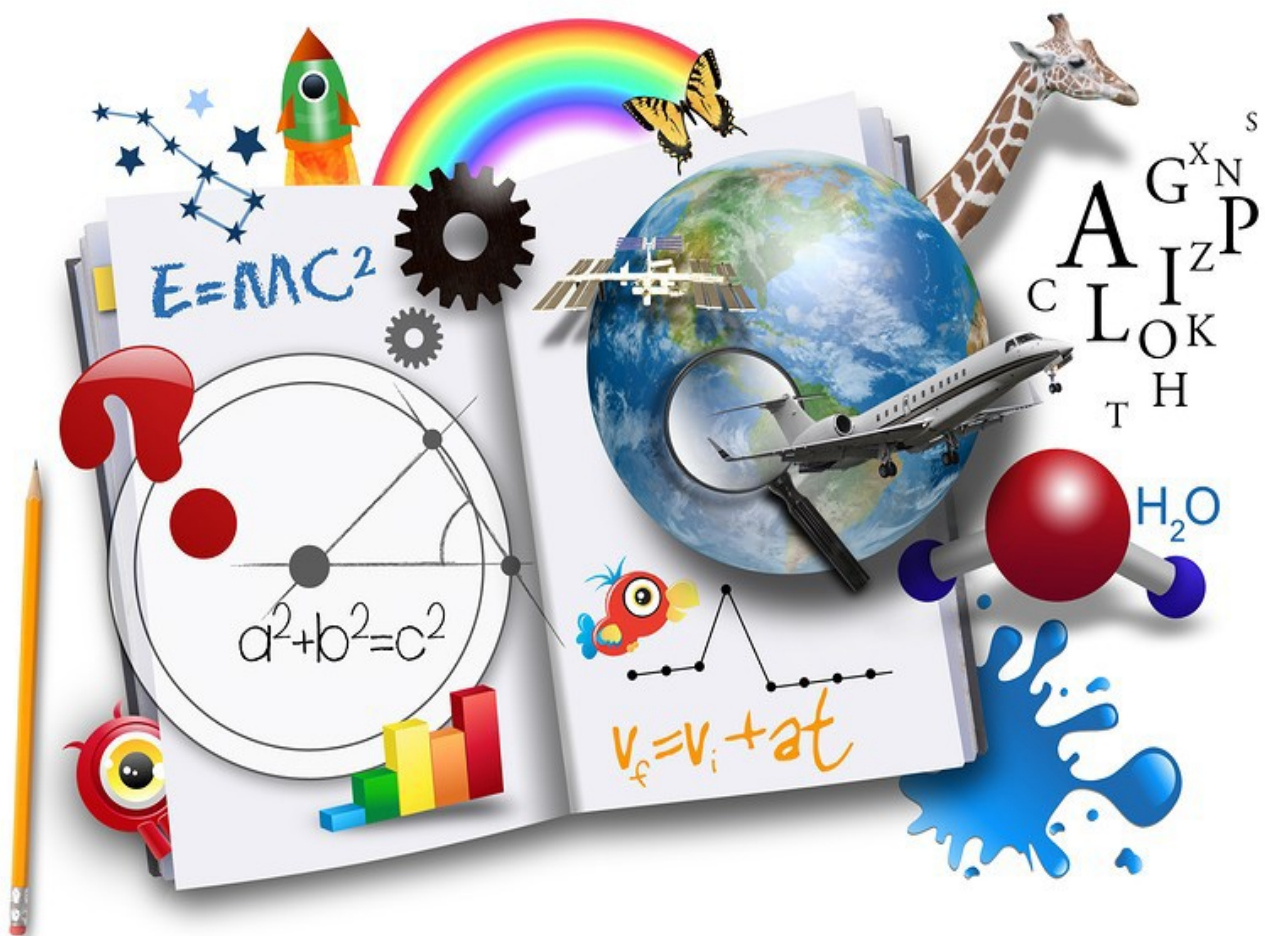
ESSA Guidance

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 andImprovementhave 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: See Guidance on Evidence Levels…http://www.azed.gov/improvement/all-schools/

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

Resources for Evidence-Based Strategies

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

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 all Schools
Guidance on the ESSA Levels of Evidence for School Improvement Grants.

EVIDENCE-BASED IMPROVEMENT AND DECISION-MAKING ESSA GUIDANCE TO ARIZONA LEAS

Definition:
Evidence-based improvement, as outlined by the 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.
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. Additionally, when strong evidence does not exist, it becomes imperative that the state, LEA, and school gather evidence to demonstrate that the intervention adds to the achievement of student outcomes.
Funding Stream Requirements:
Different funding streams and programs require different levels of evidence-based interventions. Some allow all levels while others are limited.
Comprehensive Support and Improvement (CSI) Schools and Targeted Support and improvement (TSI) Schools must chose interventions which show strong, moderate, or promising evidence. "Demonstrating a Rationale" is not an allowable evidence base for our schools in school improvement.
Title I, Title II, and Title IV allow for all four levels of evidence.
Title III does not mention evidence-based interventions; rather, interventions chosen for our ELs must be "effective." Though evidence-based interventions are not required, as a best practice, the State encourages all schools to find interventions which align to evidence-based requirements.
All LEAs and schools, when choosing interventions at the Demonstrates a Rationale level, should do so if they are likely to lead to improved student outcomes and with the understanding that they will be required to gather evidence during the first year of implementation with the intent to move the intervention into one of the higher levels. LEAs and schools should not plan on using interventions in the lowest tier for multiple years. If the intervention is effective, then gathering evidence, via at minimum a well-designed correlational study, on its effectiveness will validate the intervention and allow the state to share the practices with other LEAs and schools across the state.

ALEAT

NOTE:
All Title I schools complete the plan in ALEAT and upload the CNA and fishbones to the school file cabinet.

All nontitle I schools complete the IAP worksheet and email the worksheet, CNA and fishbones to your Education Program Specialist.

Uploading the school CNA and Fishbone Diagrams

Uploading CNA and RCA fishbones

Arizona LEA Tracker (ALEAT)

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

LEA Overview | Plan | File Cabinet

Home > Plan

click on the paper clip at the top of the page of the school Integrated Action Plan (IAP)

INTEGRATED ACTION PLAN
Best Dang School in Arizona - ESSA School - 2017 - 2018 School Year

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

Action Steps: 0

Status:
● Completed (0) ● Not Begun (0)
● In Progress (0) ● Suspended (0)

ATTACHMENTS
INTEGRATED ACTION PLAN

FILTERS

Next, you will see an attachment screen, click "add new document"

Search:

[Apply] [Clear]

✚ Add New Document

(◄◄) (◄) 1 (►) (►►)   Page s

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

LEA Overview | Plan | File Cabinet

Home > File Cabinet > Attach Document

ADD NEW DOCUMENT
LEA Consolidated Plan

Select Document Type:

● New File *Please do not upload documents that contain student-identifying information unless specifically requested* [Browse...] File size limit: 50 MB

○ Existing File
○ Link to a web page URL
○ Hard Copy Reference Only

A

Title *:

☑ Use Filename [_____] **C**

B

Description:

[_____]

This is published:

Permissions **D**

[Attach] Cancel

After clicking add new document you will see the "new document screen" completed the following steps:
A. Choose File/Browse
B. Uncheck "Use Filename"
C. Type in Title of Document (include name and date)
D. Click Attach

49

LEA Integrated Action Plan

6 Principles

School IAP

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

Page size: 25 ▼   1 to 9 of 9 items

LEA INFORMATION
LEA Type   Title I

ONSITES
Schedule Onsite

LEA OVERVIEW 💬 3
Academy Of Excellence, Inc. - 078604000

Select School Year:
2017 - 2018 School Year ▼ Update

Instruments (4)   Integrated Action Plan Principles (6)   Schools (3)

Page size: 25 ▼   1 to 3 of 3 items

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

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Integrated Action Plan in ALEAT

PRINCIPLE SUMMARY 📎 + 💬 +

Title *

Principle 4 - Effective Curriculum

3

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, choose the aligned principle and click of the title of the principle.

1. Click on Principle
2. Under the principle summary, click on edit.
3. Once in the principle summary, delete the original description and add
    Primary Need
    Root Cause
    Need
    Statement
    Desired
    Outcome
    Smart Goal, if needed

4. Scroll down and click save

53

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)

1

Strategies (2)   Resources (0)
+ Add Strategy

EDIT A PLAN STRATEGY
Instructions/Description

Title: *
                                                      48/50
Evidence and standards based Writing curriculum
Spell Check

Local Description
                                                              82
Writing curriculum aligned with the appropriate grade level and content standards

Spell Check

2

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)

3

Action Steps (4)   Resources (0)
+ Add Action Step

54

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

ALEAT Tag Requirements

You must use program tags, **CSI** (Comprehensive Support and Improvement), **TSI** (Targeted Support and Improvement) or **St_ARS 15-241** (D only schools) to meet school improvement requirements.
If you receive **FY19SIG** (SIG) or **FY19CS** (Comprehensive Support and Improvement) or FY19TS (Targeted Support and Improvement) Grant funding, you must also use funding tags in order to receive approval for your budgets in GME

ALEAT Tags

| Funding Tags - use at the "Action Step"	
*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.*	
FY19TI-LEA	Title I – LEA Set Aside
FY19_TI-SW	Title I – Schoolwide Program
FY19TI-SW3	Title I – Schoolwide Consolidated Program (SW3)
FY19_TI-TA	Title I – Targeted Assistance Program
FY19_TI-C	Title I-C Migrant Education Program
FY19_TI-D	Title I –D Neglected and Delinquent Students Program
FY19_TII	Title II
FY19_TIII	Title III
FY19_TIV-A	Title IV-A - Student Support and Academic Enrichment Block Grant (NEW)
FY19TVRLIS	Title V-B- Rural and Low Income School Program
FY19_MOWR	Move On When Reading
FY19_SIG	School Improvement Grant
FY19_CS	Comprehensive Support and Improvement
FY19CSGRAD	Comprehensive Support and Improvement Low Graduation Rate
FY19_TS	Targeted Support and Improvement

Program Tags - use at the "Action Step"	
*These are **optional** tags indicating 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.*	
CSI	Comprehensive Support and Improvement
TSI	Targeted Support and Improvement
AP	Advanced Placement Programs
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	21st Century Learning Community Learning Center Program
St_15-241	Action Steps for "D" and "F" School Improvement Plan

Timelines
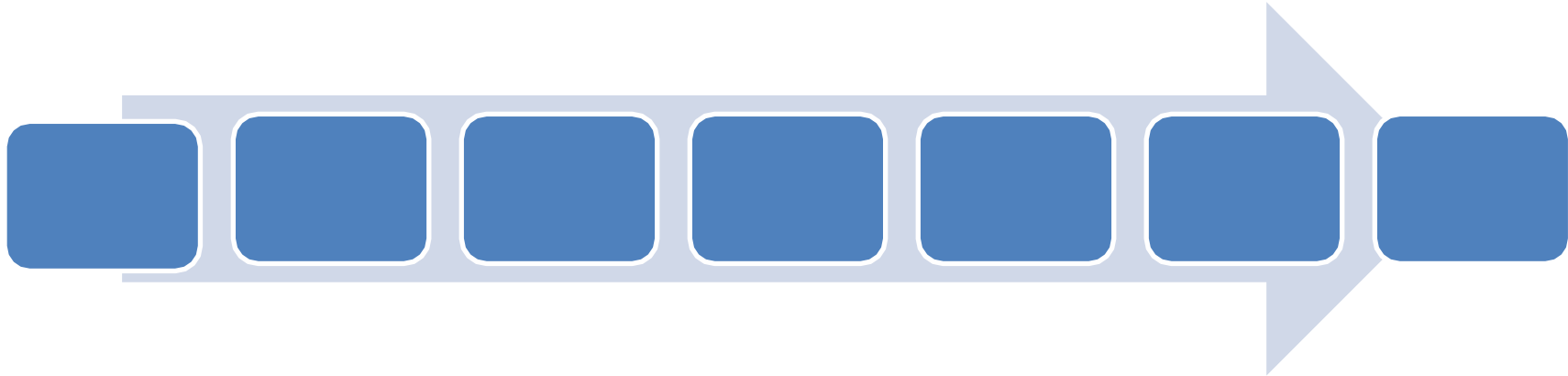
Overview of Required Documents

Documents	Completed by:	Title 1 Submit to:	Non-title 1 Submit	Due by: Current CSI schools now complete
CNA	School	ALEAT File cabinet	Email to Specialist	"D" and "F" schools 9/4/18
Root Cause Analyses	School	ALEAT File cabinet	Email to Specialist	"D" and "F" schools 10/1/18
School Improvement	School	ALEAT	Email to Specialist	"D" and "F" schools 11/1/18
LEA and School Integrated Action Plan	LEA and School	ALEAT	Email to Specialist	"D" and "F" schools 11/1/18
General Assurances	LEA	ALEAT	Email to Specialist	5/1/18
Grant Application/s if eligible (CSI, SIG	*LEA and School*	*GME*	*GME*	*5/1/18*
Updated LEA Contact	LEA	Online SI Webpage	Online SI Webpage	7/1/18
Quarterly Benchmark Analysis and IAP Reflection	LEA School	ALEAT	Email to Specialist	10/15/18 1/15/19 3/15/19
AzMERIT Analysis and IAP Reflection	LEA School	ALEAT	Email to Specialist	6/15/19 AzMERIT Scores and last benchmark
Grantees Monthly Reimbursement Requests (CSI, SIG only)	***LEA***	***GME***	***GME***	***Monthly***

Timeline for "D" Schools

June 12, 2018 CNA Training	By June 15, 2018 Written Notification to Community	July 15, 2018 Initial Improvement plan to complete or revise the CNA	By August 15, 2018 Hold Public Meeting	September 4, 2018 RCA and IAP Training	November 1, 2018 Final Integrated Action Plan for Improvement

Timeline for "F" Schools

June 12, 2018 CNA Training Required	By June 15, 2018 Written notification to community	July 15, 2018 Initial Improvement plan to complete or revise the CNA	By August 15, 2018 Hold Public Meeting	August-September Site Visits	September 4, 2018 RCA and IAP Training Required	November 1st, 2018 Final Integrated Action Plan for Improvement Developed

2019-2020 Timeline *Tentative* Federal CSI Schools (including "F" schools)

January 2019 FY20 CNA completion

February 2019 FY20 Root Cause Analysis completion

March 2019 FY20 Integrated Action Plan completion

April 2019 FY20 Grant application for specialistreview

May 1, 2019 FY20 Grant application submitted inGME

Support and Innovation Contact List

Devon Isherwood, Deputy Associate Superintendent

Elizabeth Allen, Director

Christina Pou, Education Program Specialist, Phoenix

Alisa Garwick, Education Program Specialist, Phoenix

Meg Cota, Education Program Specialist, South

Frank Larby, Education Program Specialist, South

Jennifer Cooper Education Program Specialist, Phoenix

Jaclyn Farrer, Education Program Specialist, North

Melissa VanZanten Education Program Specialist, Phoenix

Cindy Richards, Project Specialist

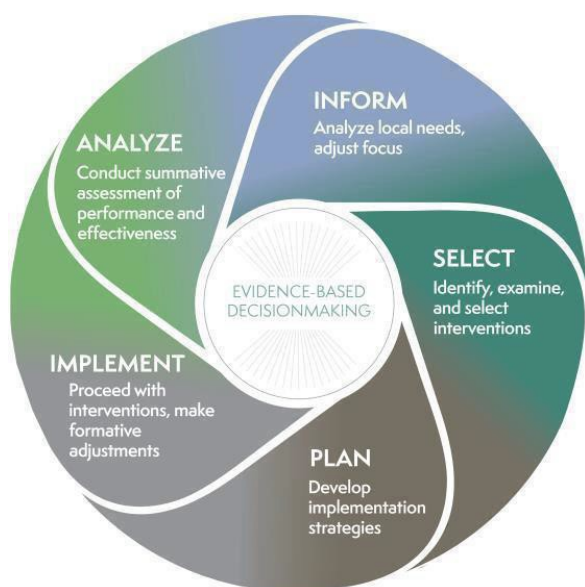Lea Bryant, Project Specialist

Email address: first.last@azed.gov

Supportandinnovationinbox@azed.gov

Appendices

Appendix A Evidence-Based improvement

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: (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?)	
Primary Need #2	Strategy:	Action Steps Implementation: Monitoring: Evaluating:
	Strategy:	Action Steps Implementation: Monitoring: Evaluating:
	Strategy:	Action Steps Implementation: Monitoring: Evaluating:

	Primary Need: (head of fishbone)	
	Root Cause:	
	Needs Statement: (tail of fishbone)	
	Desired Outcome: (Needs statement restated in a positive)	
Primary Need #3	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 ALEAT)

<table>
<tr>
<td rowspan="5">Put all this information in the principle summary box in ALEAT for your Target Principle</td>
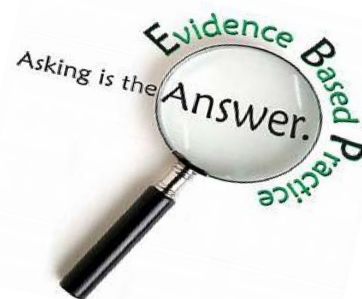<td>Primary Need: (head of fishbone)</td>
</tr>
<tr>
<td>Root Cause:</td>
</tr>
<tr>
<td>Needs Statement: (tail of fishbone)</td>
</tr>
<tr>
<td>Desired Outcome: (Needs statement restated in a positive)</td>
</tr>
<tr>
<td>SMART Goal:
Process (if appropriate)
Impact (If the primary need is fixed how will your % proficient be affected?)</td>
</tr>
</table>

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

	Primary Need: (head of fishbone)				
	Root Cause:				
	Needs Statement: (tail of fishbone)				
	Desired Outcome: (Needs statement restated in a positive)				
Put all this information in the principle summary box in ALEAT for your Target Principle	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:				

Put all this information in the principle summary box in ALEAT 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 #3: Title: Narrative:	Action Step Title	Action Step Narrative	Start-End Dates	Person Responsible	Data to Collect
	Implementation:				
	Monitoring:				
	Evaluating:				

Appendix D Evidence Based SummaryForm

School Name _____

LEA _____

Proposed strategy, "intervention", practice

_____

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

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 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 F Grants 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 Grants 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).
Number, date and use a different color font for each new revision

		(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

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 H 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, 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. In the rare instance, journaling occurred, verification of vendor and items are required

Appendix I   Quarterly Benchmark Analysis and IAP Reflection

Data Submission Procedure:
1. Schools will utilize benchmark data to inform instruction and make data decisions regarding instructional planning and practice designed to improve student achievement.
2. Schools will submit their benchmark data using their own data collection form. An example of this might be the Galileo Benchmark Report for aggregate school level and grade level data. ***Please do not send individual student data.***
3. Data will be uploaded to ALEAT and emailed to the Education Program Specialist quarterly.
4. This document will be used multiple times this year. This document should be cumulative over time, adding new information each quarter.

Type of Data	Date Due
eginning of the year – Baseline Data	October 15, 2018
2nd Benchmark	Jan. 15, 2019
3rd Benchmark	March 15, 2019
End of year - **AzMerit**	June 15, 2019

ELA Assessment given:_____Grades _____

Enter dates given in table below:

Baseline	2nd Benchmark	3rd Benchmark	End of Year

Math Assessment given:_____Grades_____

Enter dates given in table below:

Baseline	2nd Benchmark	3rd Benchmark	End of Year

Data by grade and subject (add additional rows if needed)
Identify your reporting measurement (i.e.: is this data percent proficient, meeting expectations, at benchmark, etc.)
Reporting Measurement

Grade	ELA Benchmark Data			ELA	Math Benchmark Data			Math
	Baseline	2nd	3rd	AzMerit	Baseline	2nd	3rd	AzMerit

Data Review Team				
Step 1: Collect and chart data to identify how students are performing/progressing.				
What data was examined by the team?				
		How was your data reviewed?	Who was a part of this review process?	How were the results shared within the school?
ELA	Baseline			
	2nd			
	3rd			
	EOY			
MATH	Baseline			
	2nd			
	3rd			
	EOY			

Reasoning/Inferences			
Step 2: Reflect on your data and identify patterns.			
		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.)	What is it about your practice that might explain the results you see?	What factors may be contributing to the results you see? Are there other leading indicators affecting the data? (Anything surprising or unexpected?)
ELA	Baseline			
	2nd			
	3rd			
	EOY			
MATH	Baseline			
	2nd			
	3rd			
	EOY			

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Change and Action			
Step 3: What actions need to be continued or changed to improve teaching and learning in every classroom?			
		What specific actions are needed for you to improve the results for students who are not getting it?	What specific actions are needed to support the students who already get it?	Person responsible and when will this be completed?
ELA	Baseline			
	2nd			
	3rd			
	EOY			
MATH	Baseline			
	2nd			
	3rd			
	EOY			

IAP Review			
Step 4: Review and reflect on your current IAP. Prior to making changes to your IAP in ALEAT, contact your support specialist.			
	Reflecting on this quarter, what school improvement strategies and actions are you successfully implementing?	What school improvement strategies and actions need more attention?	Any additional considerations for the IAP?
Baseline			
2nd			
3rd			
End of Year			

Appendix J   Checklist for the School Improvement Process

1.	ASSESSING YOUR COMPREHENSIVE NEEDS ASSESSMENT

- ☐ Completed as a team and gives well rounded perspective

- ☐ Data tabs entered (K-8 AzMERIT/AZELLA, HS AzMERIT, Misc. Data, Teachers) or upload school or district data reports

- ☐ Patterns and Trends completed for each principle

- ☐ Primary need identified for each principle

- ☐ Final summary page completed and primary needs narrowed down to 3-4 main targets

- ☐ Comprehensive Needs Assessment uploaded to ALEAT (Title 1 Schools) or emailed to specialist (Non-Title Schools)

2.	CONDUCTING YOUR ROOT CAUSE ANALYSIS

- ☐ Fishbone conducted on each need from the final summary page, include principle or indicators to be addressed (minimum of 3-4 fishbones)

- ☐ 5 whys (if needed)

- ☐ Needs Statement, Root Cause, Desired Outcome developed from fishbone

- ☐ Fishbones and 5 Whys uploaded to ALEAT (Title Schools) or emailed to specialist (Non-Title Schools)

3.	CREATING SMART GOALS

- ☐ SMART goal for ELA based on AZ Merit data

- ☐ SMART goal for Math based on AZ Merit data

- ☐ SMART goal for Science based on AIMS data

- ☐ Additional SMART goals based on CNA analysis

4.   DEVELOPING A TARGETED AND FOCUSED INTEGRATED ACTION PLAN FOR

☐ Use the integrated action plan worksheet to develop your plan. The worksheet includes all required components for school improvement and will help support transition to ALEAT.

☐ For the school improvement focus principles in the primary summary box you must include:
primary need,
root cause,
needs statement,
desired outcome,
SMART goals

☐ Determine evidence based strategies that will help achieve the desired outcome connected to the root cause (for evidence based strategies click http://www.azed.gov/improvement/ and look under CNA to IAP). Upload strategy by clicking on strategy tab and then Filling in the boxes.

☐ List action steps that are actionable and will lead to implementing the strategies listed above. Please also select the program tag for all actions steps associated with school improvement. Include the title, narrative, start-end dates, and person responsible

☐ For your last action step under each strategy, decide what data will be collected and when to determine the effectiveness of the strategies <u>throughout</u> implementation (monitoring and evaluating).

Please include:

name of the evidence,

description of when you we analyze the data, start and end times, and

tag the action step with the appropriate program and/or funding tag

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5.	**DEVELOPING A TARGETED AND FOCUSED INTEGRATED ACTION PLAN FOR**

☐ Suggested: Use the integrated action plan worksheet to develop your plan. The worksheet includes all required components for school improvement.

☐ SMART goals for ELA, Math, Science and additonal goals based on the CNA analysis

☐ Determine evidence based strategies that will help achieve the desired outcome connected to the root cause (for evidence based strategies click http://www.azed.gov/improvement/ and look under CNA to IAP)

☐ List action steps that are actionable and will lead to implementing the strategies listed above

☐ Decide what data will be collected and when to determine the effectiveness of the strategies <u>throughout</u> implementation and add as an action step under the target strategy

☐ Email the Integrated action plan worksheet to your specialist

6.   Next Steps

☐   Email your specialist to let him/her know your Comprehensive Needs Assessment, Root Cause Analysis, Integrated Action Plan has been completed and uploaded to ALEAT.

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!
Support and Innovation Team

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.

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

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