



Targeted Support and Improvement Guidance 2019-20



Support and Innovation
Improved Outcomes for All

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Federal Targeted Support and Improvement (TSI) Schools

were identified based on Spring 2018 AzMERIT

Any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School will be identified as a Targeted Support and Improvement School.

- ☐ Subgroups for accountability purposes are students from major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students
- ☐ The Targeted Support and Improvement N count is 20
- ☐ Subgroup achievement in the bottom 5% of Title I schools

TSI Schools are identified every three years.

Exit Criteria:

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

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

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

The Office of English Language Acquisition Support will monitor and support LEAs with schools identified for the low achieving English Learners subgroup only.

Support and Innovation will support and monitor ALL other LEAs.

Targeted Support and Improvement LEA Requirements

LEA Requirements

1. **Complete School and LEA Contact Forms** on Support and Innovation website for the LEA and TSI School/s at: <http://www.azed.gov/improvement/>. This is how we know who to contact.
2. **Complete Assurances** (appendix J)
 - Review, sign, upload in ALEAT
3. **Complete LEA Integrated Action Plan**
 - Address trends and patterns across the identified schools
 - Include all required elements for selected principles (appendix D)
 - Primary need
 - Root cause
 - Need Statement
 - Desired outcome
 - Strategies (specific to subgroup achievement)
 - Action steps (implementing, monitoring and evaluating)
 - Use of evidence-based programs, practices and/or interventions (appendix E)
 - Tag action steps **TSI** (program tag) and/or **FY20_TS** (funding tag)
 - SMART goals - Subgroup goals to address low achievement
 - Leading and lagging indicators
 - Process and impact goals as appropriate
 - ELA and Math proficiency
4. **Maintain records and evidence** of TSI School oversight, support and monitoring
5. **Submit all requested SI documents** in a timely manner



The LEA is responsible for ensuring every TSI schools complete the following:

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

- Title I schools upload in ALEAT
- Non-Title I schools submit to LEA

Note: Subgroup Key Indicators

1.2 A & D; 1.6, 1.7 A & B; 1.8

2.1; 2.4 A, B and I; 2.5 D

3.2 B; 3.5 C

4.1; 4.4 B; 4.5

5.1 B & C; 5.3 A

2. School Integrated Action Plan* (IAP)

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

Required elements for selected principles (appendix C):

- Primary Need
- Root Cause
- Need Statement
- Desired Outcome
- Strategies (specific to subgroup achievement)
- Action steps
 - Use of evidence-based programs, practices and/or interventions (appendix F)
 - Tag action steps **TSI** (program tag) and/or **FY20_TS** (funding tag)
- SMART goals - Subgroup goals to address low achievement
 - Leading and lagging indicators
 - Process and impact goals as appropriate
 - ELA and Math

3. Implement, monitor and evaluate TSI School IAPs

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

SMART Goals

Subgroup achievement examples

Percent of (subgroup) 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

(Subgroup) (Attendance Rate) will increase from ____% in 2017-2018 to ____% in 2018-2019.

or

(Subgroup) (Discipline Incidents) will be reduced by ____% from ____% in 2017-18 to ____% in 2018-19.

CNA based examples

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

(Process goal): Implementation of reading intervention curriculum will begin (date).

(Impact goal): (Subgroup) reading proficiency will increase from 5% in 2018 to 18% in 2019 as measured by the district reading assessment.





Support and Innovation Unit Targeted Support and Improvement LEA

Desktop Monitoring Protocol

(Multiple subgroups and single subgroups other than English learners)

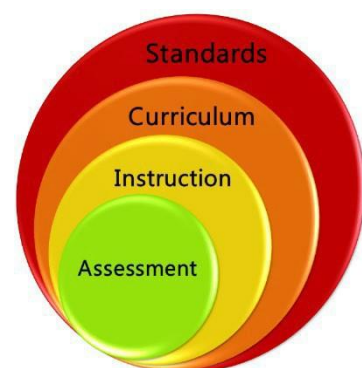
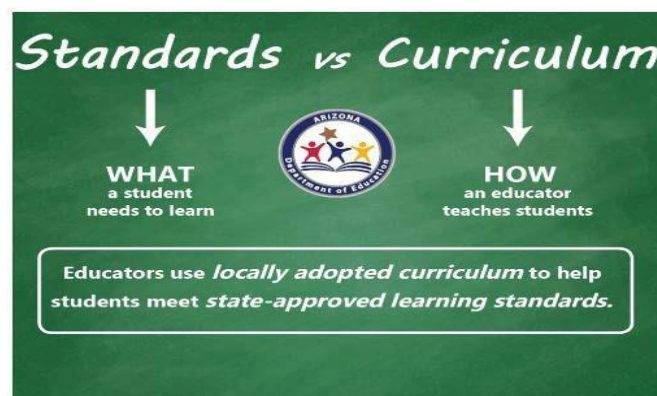
Support and Innovation Education Program Specialists will discuss, by phone, the following with the LEA designee:

1. Have all schools completed the CNA and Root Cause Analyses?
2. Have all schools completed their Integrated Action Plan including the required elements in selected principles relative to identified subgroups?
 - a. Primary needs
 - b. Root Causes
 - c. Need Statements
 - d. Desired Outcomes
 - e. SMART Goals
3. What was your process to ensure that schools completed #1 and #2?
4. Based on the LEA's analysis of the TSI schools' CNAs, what trends were identified across schools? What unique needs of specific schools were identified?
5. LEA Integrated Action Plan
 - a. What action steps in the LEA IAP address trends and unique school needs?
 - a) Implementation
 - b) Monitoring progress
 - c) Evaluation
 - d) Are action steps tagged TSI and/or FY19TS?
 - b. What accountability measures does the LEA have in place for School IAP implementation ensuring increased student achievement for the identified subgroups?
 - a) How will you know implementation is taking place effectively?
 - b) How will you monitor and report progress?
 - c) Who is responsible for holding schools accountable?

Recommended 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



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.

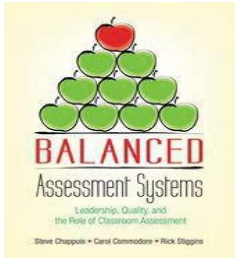
Curriculum - The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools. Curricula include scope and sequence of K-12 standards and/or learning objectives/targets aligned to the state standards. Comprehensive curricula are necessary to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

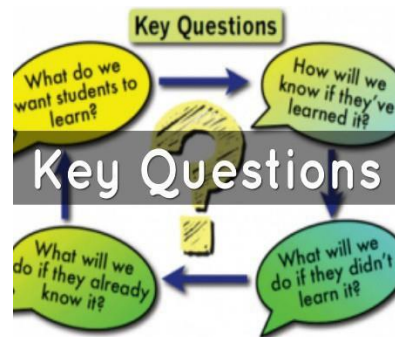
<http://www.azed.gov/standards-practices/balanced-assessment-resources/>

<http://www.azed.gov/standards-practices/formativeassessrec/>

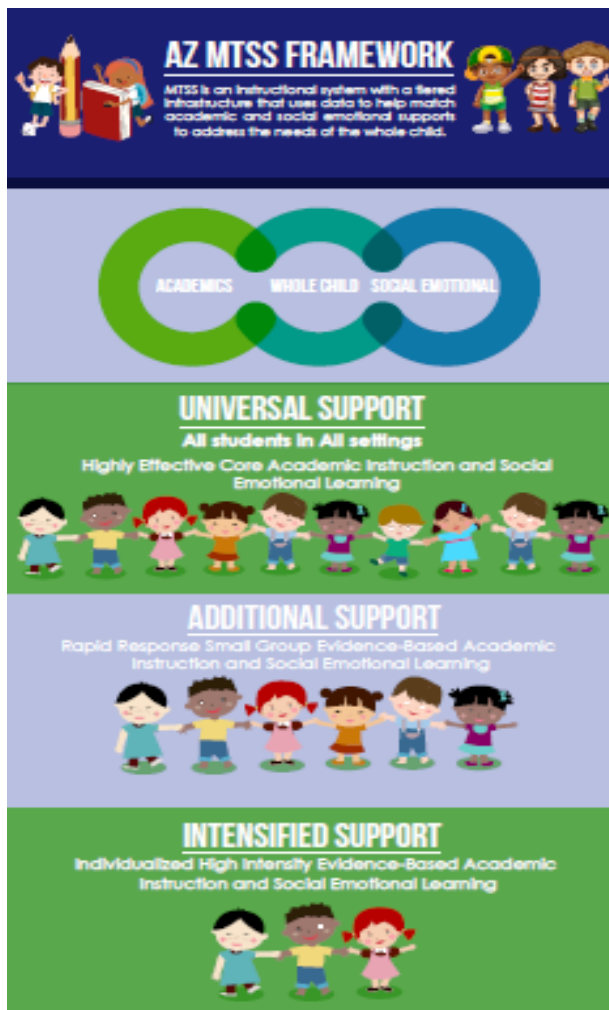
Professional Learning Communities

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

<http://www.allthingsplc.info/>



MTSS



MTSS IS...

- ✓ An instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.
- ✓ Uses Universal Design for Learning, differentiation, and integrated academic, social-emotional, and behavioral supports at all levels.
- ✓ A proactive, responsive, and equitable system of support.
- ✓ The use of a set of evidence-based practices and procedures in curriculum, instruction, and assessment.
- ✓ Whole system engagement and integrated use of all adults and resources.

MTSS IS *NOT*...

- ✗ Just help with academics or an extra class period
- ✗ Just behavior supports.
- ✗ The job of a few specialists.
- ✗ Intervention in place of the core curriculum.
- ✗ A buffet for staff to choose what pieces they would like to implement and *if* they would like to implement.
- ✗ The process for the determination of eligibility for entitlement programs (special education, ELL, gifted, etc.).
- ✗ Something that is *done to* students.

UNIVERSAL DESIGN FOR LEARNING
Multiple ways of





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 is a Federal Requirement



Principals must have sufficient operational flexibility to fully implement a comprehensive systems approach in order to substantially improve student achievement outcomes for all students. <https://www.isbe.net/Documents/lp-oper->

Leadership Professional Development Opportunity



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 instructional infrastructure, culture of learning and high expectations, and effective talent management
- Initial Diagnostic to determine current state
- Behavioral Event Interview with participating principals to determine the development needs of current and prospective leaders
- Quarterly Convenings for the two-year period build on prominent work and research from national and local perspectives. Past convening's have included research from WestED, Arizona Department of Education, Public Impact, Center on School Turnaround and Center on Great Teachers and Leaders, as well as full-day workshops led by local, state and national experts
- Ongoing mentoring

Cohort 4 ...Begins in November 2019. Grant funding is available for program and coaching costs. Contact Liz Allen elizabeth.allen@azed.gov for information or application. Systemic Leadership Development grants are available by application through May 1, 2019.



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

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

If we develop leaders' skills and competencies to facilitate systemic change by creating and sustaining

- a high quality, cohesive instructional infrastructure
- a strong culture of learning and high expectations
- a strategic, evidence-based talent management system

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

TSI Grant Opportunity *See SI Grant Guidance 2019-20

Eligibility: LEAs with schools identified as Targeted Support and Improvement low achievement Schools. For profit charter schools are NOT eligible.

This is a competitive grant that funds integrated action plans aligned with the CNA and RCA. It requires a high-quality detailed application with all required elements and documents.

LEAs out of fiscal and/or programmatic compliance will not be eligible.



The LEA **maximum** allocation is based on school enrollment. LEAs will be funded based on the Integrated Action Plan and allowable expenses aligned with that plan.

School Size	Allocation
~100	Up to \$ 7,000
101-350	Up to \$10,000
351-600	Up to \$12,500
601-900	Up to \$15,000
>900	Up to \$20,000

Grant Application closes: May 1, 2019 (close of business)
Complete all sections in GME

Program Details

- ☐ FFATA and GSA Verification
- ☐ Contact Information
- ☐ Program Narrative Questions
- ☐ Assurances
- ☐ Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables and charts necessary for a complete application (optional, as needed)

Proposed Budget

- ☐ Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.
- ☐ Items must support improved achievement and identified root causes.
- ☐ Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist, if you have questions or need assistance building your budget.
- ☐ **Proposed expenditures must be specific. Amounts for general items will be disallowed.**

Requirements

- ☐ Completed **new** 2019-20 CNA uploaded in ALEAT
- ☐ Thorough root cause analyses (fishbones) uploaded in ALEAT
- ☐ Completed 2019-20 LEA and School IAP in ALEAT including SI required goals

Allowable Expenditures

All TSI School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan relative to increasing subgroup achievement based on the needs and root causes identified in the schools' Comprehensive Needs Assessment. **Proposed expenditures must be specific. Amounts for general items will be disallowed.**

- Data driven decision-making process
- Specific strategies and action steps based on root cause/s identified for increasing subgroup achievement
 - Leadership Development
 - Professional Learning activities and related travel costs
 - Specialized supplies directly related to supporting action steps
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

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

Grant recipients are required to:

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

Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture. No pre-award costs will be allowed.

Application and required related documents to be completed in GME. Application is in GME. Scoring rubric is in Document library and our webpage.

Support and Innovation Contact List

[Devon Isherwood](#), Deputy Associate Superintendent

[Trish Geraghty](#), Director

[Peter Laing](#), Coordinator, Acceleration and Enrichment

[Elizabeth Allen](#), Education Program Specialist, Phoenix

[Jennifer Cooper](#), Education Program Specialist, Phoenix

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[Alisa Garwick](#), Education Program Specialist, Phoenix

[Frank Larby](#), Education Program Specialist, South

[Christina Pou](#), Education Program Specialist, Phoenix

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[Cindy Richards](#), Project Specialist

[Lea Bryant](#), Project Specialist



ADE Email addresses: first.last@azed.gov

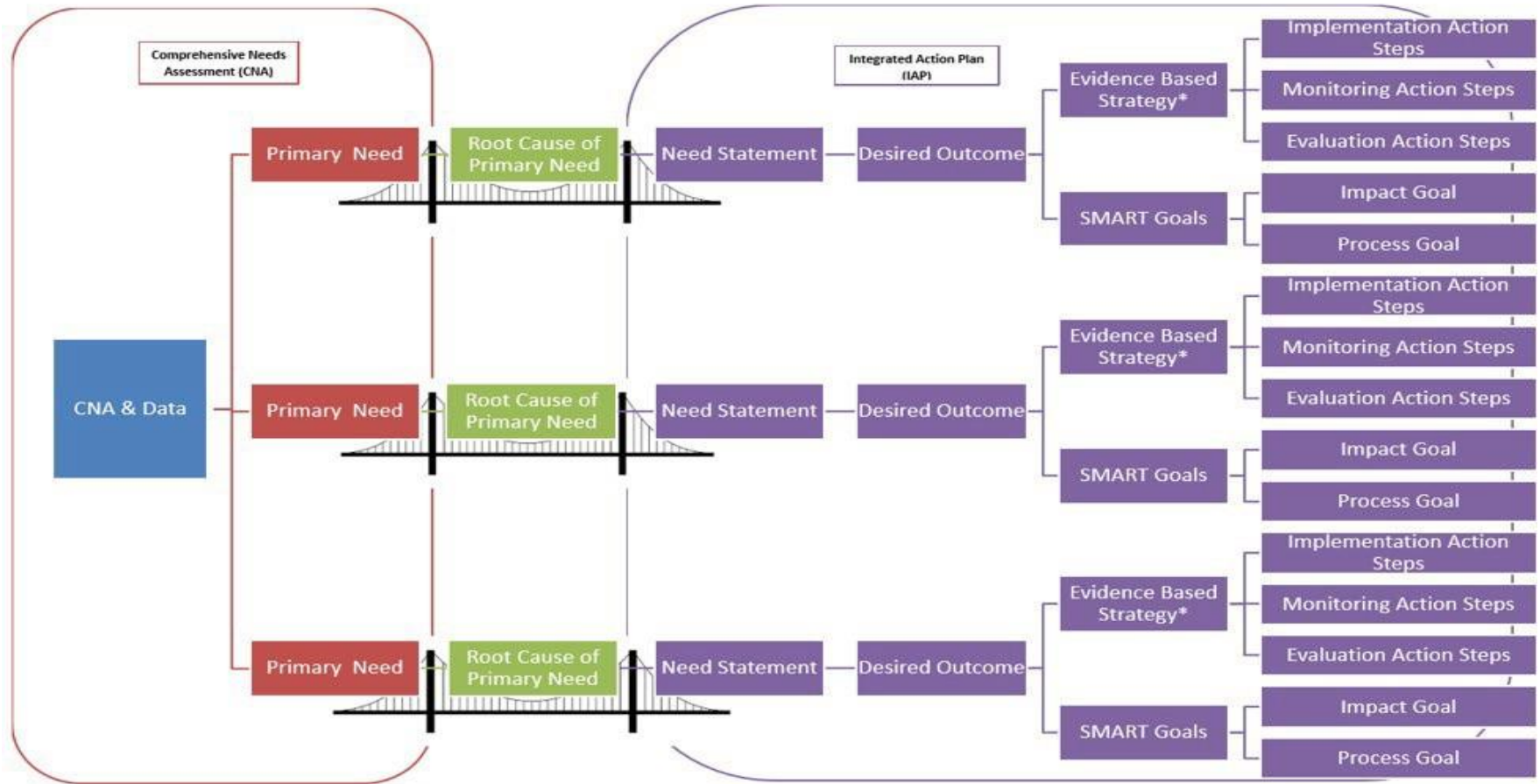
Supportandinnovationinbox@azed.gov



Appendices

Appendix A CNA, RCA, IAP Process Overview

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



Appendix B 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
- Analyze Schools' Comprehensive Needs Assessment (CNA) data to identify trends and patterns across schools
- Reflective questioning process and discussions
- Identification of evidence-based strategies and action steps to support all school/s successful SIAP implementation.



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?

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

Appendix C Sample School Site IAP Worksheet

Primary Need: *Principle 2.1 Our teachers maintain high academic expectations for all; element F* (B* and E*)*

Purposeful and intentional use MTSS principles to create an environment that empowers **all** students to be successful in their learning and reach expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.

*~MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting **all** students~*

Root Cause:

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement:

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of all students in a schoolwide structure/process.

Desired Outcome: (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for **all** students

SMART Goals

Process: All staff will participate in MTSS professional learning activities in October, November and December 2018.

Process: Committee will be formed to research and design schoolwide MTSS structure/process, implementation to begin January 2019.

Impact: Reading achievement for (subgroup) will increase by 15% moving from 15% proficient and highly proficient on 2018 AzMERIT to 30% proficient or highly proficient on 2019 AzMERIT.

Math achievement for (subgroup) will increase by 12% moving from 10% proficient and highly proficient on 2018 AzMERIT to 22% proficient or highly proficient on 2019 AzMERIT.

Strategy 1: MTSS professional learning for all staff	Implementation Action Steps: <ul style="list-style-type: none"> ▪ Establish planning committee ▪ Determine PL provider/s ▪ Calendar PL sessions ▪ Set expectations for learning and implementation ▪ Conduct PL sessions Monitoring: <ul style="list-style-type: none"> ▪ PL surveys ▪ Classroom observations ▪ PLC notes ▪ Staff meeting discussions Evaluating: <ul style="list-style-type: none"> ▪ Determine strategy impact by reviewing the following evidence: <ul style="list-style-type: none"> ▪ Summative achievement data ▪ Classroom walkthrough data
Strategy 2: Develop and implement a school wide MTSS structure/process.	Implementation Action Steps: <ul style="list-style-type: none"> ▪ Establish committee ▪ Determine meeting calendar ▪ Research MTSS structures/processes ▪ Gather resources ▪ Design schoolwide structure/process ▪ Present to total staff ▪ Calendar/schedule MTSS meeting dates Monitoring: <ul style="list-style-type: none"> ▪ MTSS calendar and minutes ▪ Staff meeting agendas ▪ Administrative/coach meeting agendas ▪ Formative assessment data ▪ Intervention schedules ▪ Lesson plans ▪ PLC notes Evaluating: <ul style="list-style-type: none"> ▪ Determine strategy impact by reviewing the following evidence: <ul style="list-style-type: none"> ▪ Teacher evaluations ▪ MTSS data analysis ▪ Summative achievement data

CNA *F. Teachers purposefully and intentionally use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement

*B. Teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable

*E Teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments

Appendix D Sample LEA Integrated Action Plan Worksheet

Completed LEA IAP with all required elements including schools with similar primary need

Primary Need: <i>CNA Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.</i>	
Differentiated instruction and interventions to meet needs of all students	
Schools that Display Primary Need: Arizona Elementary School (subgroup/s), Sunburst Elementary School (subgroup/s) Canyon Elementary School (subgroups)	
Root Cause(s): Staffs lack knowledge of the principles of differentiated instruction. Lack of district level support for differentiated learning and intervention development.	
Needs Statement(s): District needs to establish differentiated instruction trainings, support systems and expectations to ensure the needs of all students are met	
Desired Outcome: (Needs statement restated in a positive) District level differentiated instruction trainings planned and delivered. A system of support through district coaches to ensure implementation.	
SMART Goals: <p>Process: District will communicate the vision and expectation for implementing differentiated instruction, including connection to MTSS. Professional Learning will be planned and implemented beginning October 2018</p> <p>Process: District Coaches will develop and implement a system of support for teachers by October 2018</p> <p>Impact: Math achievement for (subgroup) will increase by 15% moving from 2% proficient or highly proficient on 2018 AzMERIT to 17% proficient or highly proficient on 2019 AzMERIT.</p> <p>ELA achievement for (subgroup) will increase by 15% moving from 4% proficient or highly proficient on 2018 AzMERIT to 19% proficient or highly proficient on 2019 AzMERIT.</p>	
Strategy 1: Provide differentiated instruction professional learning	Implementation Action Steps: <ul style="list-style-type: none"> ▪ Set expectations for learning and implementation communication strategy ▪ District Coaches research and plan in consultation with principals ▪ Calendar PL sessions ▪ Conduct PL sessions

	<p>Monitoring:</p> <ul style="list-style-type: none"> ▪ Training modules ▪ Participant rosters ▪ Participants survey results ▪ Classroom observations ▪ Lesson plans <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Summative achievement data ▪ Classroom walkthrough data
<p>Strategy 2:</p> <p>Implement system of support for differentiated instruction.</p>	<p>Implementation Action Steps:</p> <p>Action Steps:</p> <ul style="list-style-type: none"> ▪ Create a calendar to rollout implementation in consultation with principals ▪ Assign district level coaches to schools ▪ Coaches establish schedules and protocols ▪ Classroom observations and coaching sessions begin <p>Monitoring</p> <ul style="list-style-type: none"> ▪ Classroom walkthrough schedules, notes and next steps ▪ Meeting agendas and minutes ▪ Lesson Plans ▪ Intervention schedules ▪ Coaches walkthrough data and meeting notes ▪ Classroom observations <p>Evaluating:</p> <ul style="list-style-type: none"> ▪ LEA site visit data analysis ▪ Classroom walkthrough data (principals) ▪ Summative achievement data

Appendix E Integrated Action Plan Worksheet Templates

Plan Worksheet Option 1

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

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

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

Plan Worksheet Option 2 (includes all sections in ALEAT)

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 1: Title: Narrative:		Action Step Title	Action Step Narrative	Start-End Dates		Person Responsible
		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 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 F Evidence-based Practices, Strategies and “Interventions”

Resources for Evidence-Based Strategies

NEW RESOURCE AVAILABLE HERE: [ESSA-Evidence Based Requirements and Resources](#)

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

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

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

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

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

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

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

Evidence for ESSA Johns Hopkins University/Center for Data-Driven Reform in Education

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

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

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

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

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

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

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

Promising Practices Network on Children, Families and Communities

http://www.promisingpractices.net/resources_highschoolgrad.asp

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

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

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

by topic

by evidence level alphabetically

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

Evidence Criteria

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

Best Evidence Encyclopedia, developed by the Center for Data Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)

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

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

National Center on Intensive Intervention at American Institutes for Research

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

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

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

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

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

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

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

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

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

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

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

Guidance can be found on the Support and Innovation Webpage
<http://www.azed.gov/improvement/>

New Resource Available Here: [ESSA-Evidence Based Requirements and Resources](#)
Searchable data base of evidence-based programs, practices and interventions

Support and Innovation

Welcome to Support and Innovation!

Announcements

Professional Development Opportunity
 HEART! With Tim Kanold
 Heartprint: Leading and Living a Fully Engaged, High Energy, Well Balanced Professional life!
 May 30, 2019
 8am – 3pm
 3300 N. Central Ave., Phoenix, AZ 85012
 \$25 per participant- Bring a TEAM!! – Includes continental breakfast, lunch and HEART book
 The Arizona Department of Education K-12 Standards & Support and Innovation

[Click here for more information](#)

NEW RESOURCE AVAILABLE HERE: [ESSA-Evidence Based Requirements and Resources](#)
Searchable data base of evidence-based programs, practices and interventions

School Contact Form
 LEA Contact Form
Guidance Documents
 FY20 Grant Opportunities

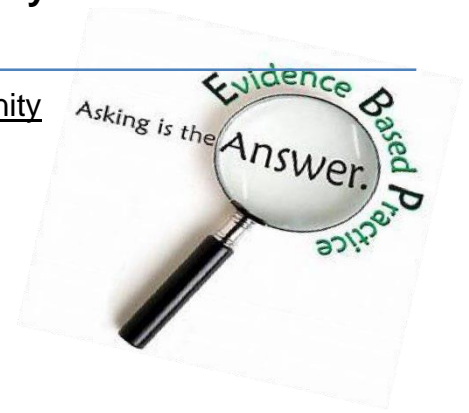
Appendix G Evidence Based Summary Form

LEA Grade

- ☐ Preschool
- ☐ Elementary
- ☐ Middle School
- ☐ High School

LEA Community

- ☐ Urban
- ☐ Rural
- ☐ Suburban



Research Summary

Target grade

- ☐ Preschool
- ☐ Elementary
- ☐ Middle School
- ☐ High School

Community

- ☐ Urban
- ☐ Rural
- ☐ Suburban

ESSA Rating

- ☐ Strong
- ☐ Moderate
- ☐ Promising

Effect Size

- ☐ 0.0 to .39
- ☐ 0.4 to .49 (1-year growth)
- ☐ 0.5 and above (highly recommended)

Program or Strategy Description or Research Paper Abstract:

Please upload research report and/or job description to support your strategy to related documents.

*Please include website if applicable:

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

Appendix H DEVELOPING A TARGETED AND FOCUSED INTEGRATED ACTION PLAN in 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

PRINCIPLE SUMMARY

Title *

1 - Effective Leadership

Need Statement and Desired Outcomes *

Instructions

Using the ALEAT Comprehensive Needs Assessment, evaluate your school against the indicators of an effective school and determine the area(s) of focus. After determining the area of need, create a Need Statement and list Desired Outcomes. Then develop strategies and action steps to address the Principle. If multiple areas of need are identified under the same Principle, an additional Principle may be added by clicking on the Message Principle tab.

Review the Integrated Action Plan Outcome Document found under the Resources icon and under the ALEAT Help link to ensure that all required components are included in the LEA/School Integrated Action Plan.

Original Description

Effective leaders invest in professional development and capacity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and districts to achieve at high levels. They set clear, measurable and attainable goals. They create a culture of high-quality instruction and cultivate leadership in others.

- 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.

ADD A PLAN STRATEGY

Title *

3-4 Teacher Expectations

Local Description *

Instructions/Description

Original Description

Save Save and Add Another Cancel

[Return to Integrated Action Plan](#)

Define teacher and learning

Admin will define the 3-4 teacher expectations of what instruction will look like for the 2018-2019 school year as well as define 3-4 learning behaviors for the students.

- 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

EDIT A PLAN STRATEGY

Title: *
Create Teacher and Student Attendance

School Description:
Admin will create the 3-4 teacher expectations of what students will achieve for the 2018-2019 school year as well as create 3-4 learning behaviors for the students.

Action Steps (0) | Resources (2)

ADD AN ACTION STEP

Title: *
Create List of Expectations

Start Date (mm/dd/yyyy): *
07/15/2018

End Date (mm/dd/yyyy): *
07/31/2018

Requires Funding?:
☐

Professional Development Needed?:
☐

Audience:
0000

Responsible:
☐ Eric Francis (SEA)
☐ Eric Lutz (School)
☐ Vicki McFarland (SEA)
☐ Charlotte McFarlane (LEA)
☐ Tim Smith (SEA)

Tags:
SEA
☐ Remediation
☐ In-Build
☐ IT
☐ Parent
☐ Response
☐ SPED
☐ Safety-SEA
☐ Safety-School
☐ 7-Hour CLE
☒ 12-15-241

- For your last action step under each strategy, decide what data will be collected and when to determine the effectiveness of the strategies throughout 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

ADD AN ACTION STEP

Title: *
Analyze Teacher and Student Attendance

Start Date (mm/dd/yyyy): *
06/05/2018

End Date (mm/dd/yyyy): *
06/30/2018

Requires Funding?:
☐

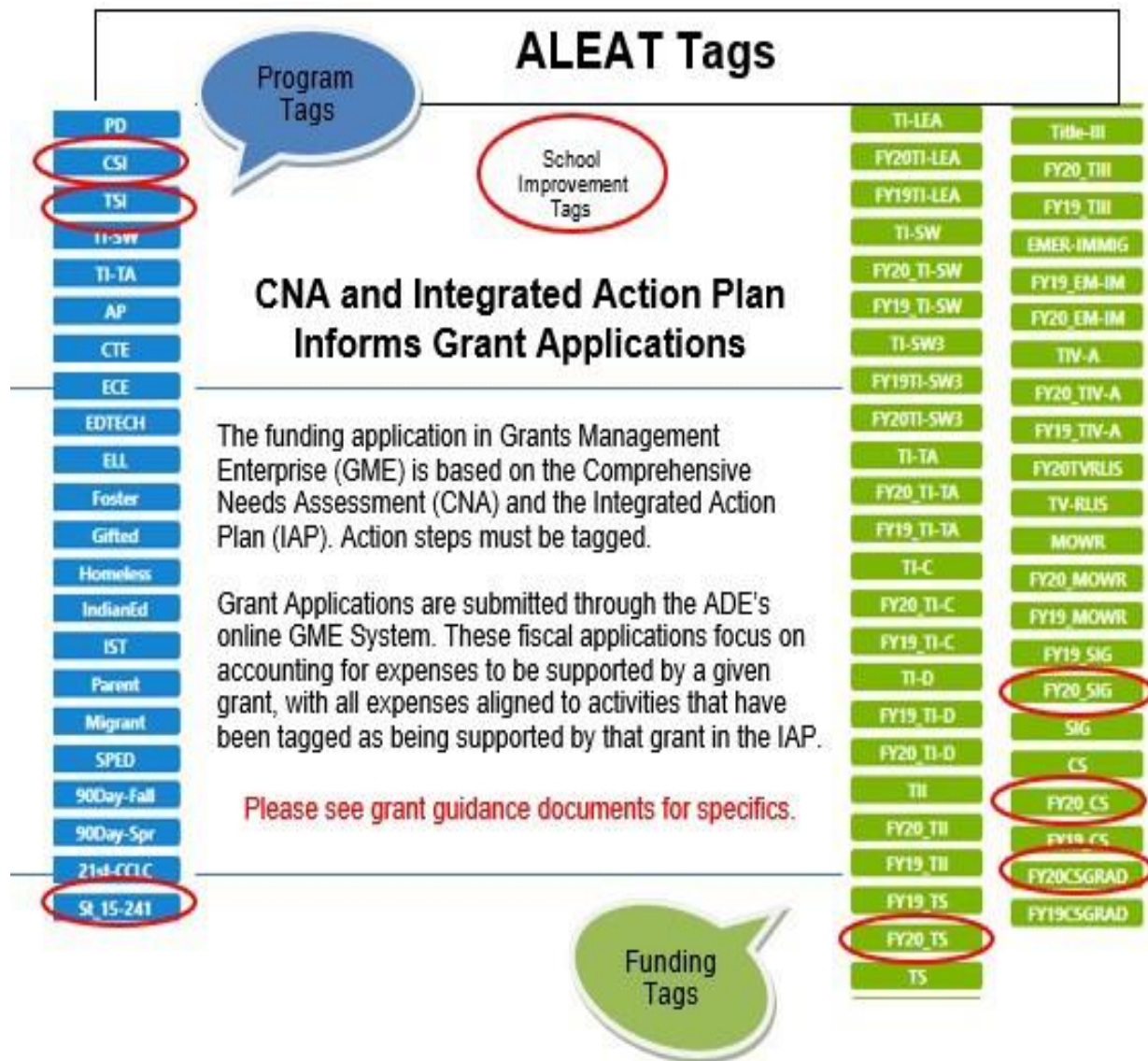
Professional Development Needed?:
☐

Audience:
0000

Responsible:
☐ Eric Francis (SEA)
☐ Eric Lutz (School)
☐ Vicki McFarland (SEA)
☐ Charlotte McFarlane (LEA)
☐ Tim Smith (SEA)

Tags:
SEA
☐ Remediation
☐ In-Build
☐ IT
☐ Parent
☐ Response
☐ SPED
☐ Safety-SEA
☐ Safety-School
☐ 7-Hour CLE
☒ 12-15-241

Appendix I Integrated Action Plan



Appendix I Developing A Targeted and Focused Integrated Action Plan for Non-Title Schools

- ☐ Use the OPTION 2 (appendix D) integrated action plan worksheet to develop your plan. The worksheet includes all required components for school improvement.

APPENDIX I - NEW NON-TITLE SCHOOLS					
<small>Read this information before you begin to develop your IAP. It is a required part of the process.</small>	Primary Issue (Identify the issue)				
	Root Cause				
	Needs Statement (State of Subgroup)				
	Desired Outcome (Desired statement contained in a goal)				
	SMART Goal (If the primary need is Root Cause will you be confident to achieve?)				
<small>Goal #</small> Title: Narrative:	Action Step Title	Action Step Narrative	Start End Dates	Person Responsible	Date to Collect to Monitor and Evaluate

- ☐ SMART goals Subgroup achievement, Leading indicators, CNA based process and impact 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 throughout implementation and add as an action step under the target strategy
- ☐ Email the Integrated action plan worksheet to your specialist

Appendix J Targeted Support and Improvement LEA Programmatic Assurances

The LEA assures for each TSI School

- ☐ Complete and submit a School Comprehensive Needs Assessment (CNA) in ALEAT
- ☐ Complete and submit a thorough root cause analysis (RCA) for CNA identified primary needs and upload them into ALEAT
- ☐ Complete SIAP with all required elements in ALEAT
- ☐ Each SIAP includes meaningful evidence-based interventions to improve student achievement
- ☐ Monitor and Update the SIAP quarterly by adding, deleting or retiring strategies and action steps

The LEA assures

- ☐ Complete analysis of TSI School CNAs and RCAs
- ☐ The LIAP has all required elements in ALEAT
- ☐ The LIAP includes meaningful evidence-based interventions to improve student achievement
- ☐ A system to monitor, update retire or add strategies and action steps to the LIAP in ALEAT at least quarterly
- ☐ Systems, processes, procedures, including operational flexibility are in place to actively to support Targeted Support and Improvement Schools
- ☐ Effective organization of time for weekly professional learning communities (PLCs)
- ☐ A balanced assessment system including common interim/benchmark assessments administered at least three times a year.
- ☐ Use of an observation and feedback protocol implemented with fidelity
- ☐ A LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff
- ☐ I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan may be written and implemented

Appendix J Targeted Support and Improvement LEA Grant Assurances

- ☐ LEA has written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds.
- ☐ LEA has written procedures for determining the allowability of costs
- ☐ Submit quarterly reimbursement requests
- ☐ The LEA has written methodology to distribute state and local funds to its schools without regard to schools' Title I status.
- ☐ I understand that at any time during the grant period, funds can be discontinued for lack of monthly reimbursement requests with evidence of use; misuse of funds or lack of evidence of IAP implementation on the part of the school and/or LEA.
- ☐ I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented

Signed this day _____ by _____

(print name/title) _____

(LEA name) _____ ensuring that the above is accurate and has or will occur.