



Develop an LEA Integrated Action Plan (LIAP) with Principles, Strategies, & Action Steps

Identify Needs

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.

Review your comments, notes, average scores, trends, patterns, and possible primary needs from all 6 principles. Use the information from the principle summaries along with your data sources to identify the top three primary needs to focus on to make meaningful improvement. Some key questions to guide you in this process are:

- What are your key strengths?
- What areas rated lower than others?
- Are there common indicators that are low?
- Are there entire principles that are low?

When you identify LEA needs, list the principle and indicator(s). As you build your LEA Integrated Action Plan, you will enter the needs for each principle.

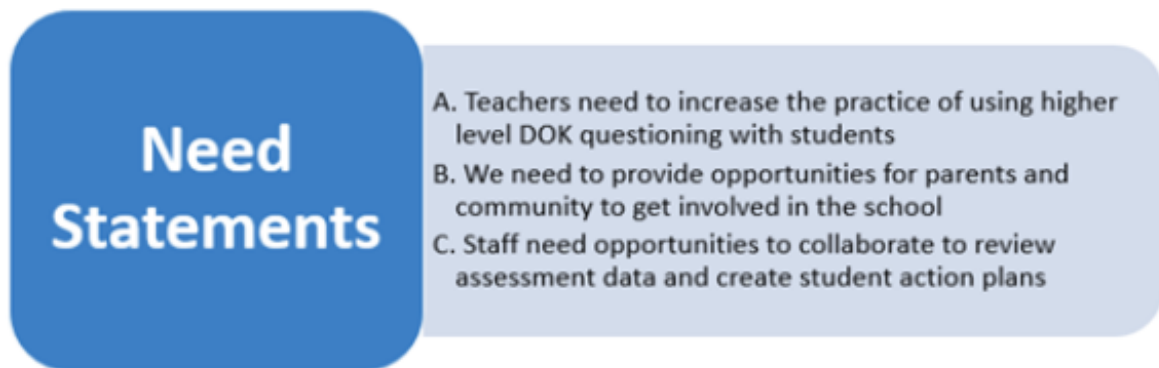
Root Cause Analysis (Optional for LEA level)

Root cause analysis is a structured team process using a strategic method to dig down into your primary need to determine causes and contributing factors to the problem. 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 of the

problem is discovered, and what needs to happen to remove the problem is determined. This is time to discuss causes, not solutions. The root cause is the one major contributing factor.

Needs Statements

After you identify the overall root cause of the problem, generate a need statement to describe what needs to be done to eliminate the major contributing factor to the problem. This is not a restatement of the primary need, but instead what needs to change in order to fix the problem. See the example need statements below.

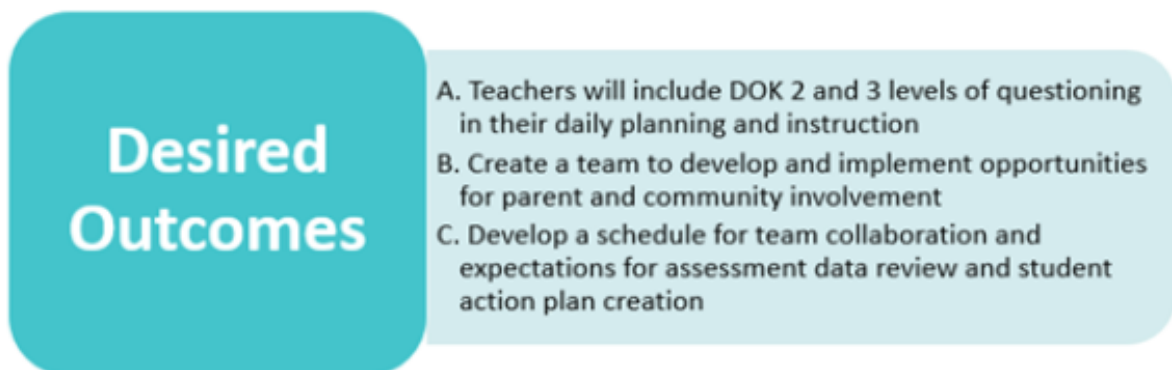
A graphic with a blue rounded rectangle on the left containing the text "Need Statements". To its right is a light blue rounded rectangle containing three bullet points labeled A, B, and C.

Need Statements

- A. Teachers need to increase the practice of using higher level DOK questioning with students
- B. We need to provide opportunities for parents and community to get involved in the school
- C. Staff need opportunities to collaborate to review assessment data and create student action plans

Desired Outcomes

After you identify your need statement, then create a desired outcome to describe what you will do to fix the overall root cause of the problem and what you will achieve. See the example desired outcomes below which correspond to the need statements.

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Desired Outcomes

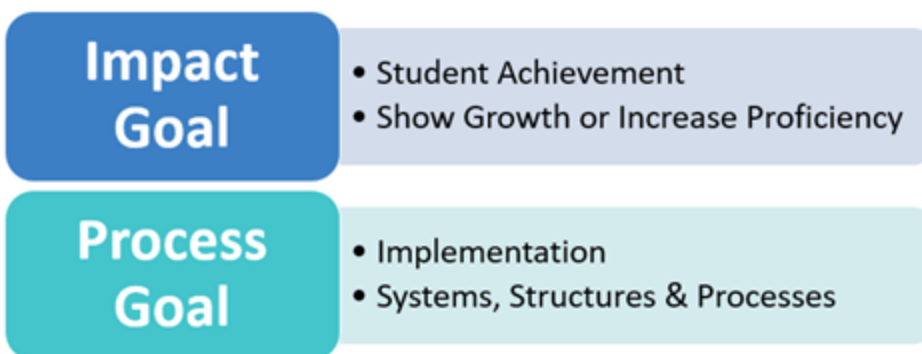
- A. Teachers will include DOK 2 and 3 levels of questioning in their daily planning and instruction
- B. Create a team to develop and implement opportunities for parent and community involvement
- C. Develop a schedule for team collaboration and expectations for assessment data review and student action plan creation

SMART Goals (Optional)

Once desired outcomes are developed, the next step is to create SMART goals. Review the SMART acronym below.



Your goals are defined by your need statements and desired outcomes. Based on these, what will you be able to accomplish in regards to student achievement and system improvements? We can create two types of goals:



Sample impact goal: Reading achievement for all students will increase by 15% moving from 23% proficient or highly proficient on the 2019 state assessment to 38% proficient or highly proficient on the 2020 state assessment.

Sample impact goal for a targeted subgroup: The percent of students with disabilities scoring proficient on the state assessment will increase by 13% from 2% in 2019 to 15% in 2020.

Sample process goal: By September 1, all collaborative teams will adopt norms, a meeting agenda template, and determine meeting dates as evidenced by written documents submitted to the principal.

Review additional [sample goal format suggestions](#). Be sure to include any goals required by each program.

Ensure coherence and obvious relationships between all need statements, desired outcomes, SMART goals, strategies and action steps. This worksheet can be used for planning purposes. <https://cms.azed.gov/home/GetDocumentFile?id=5b03347a03e2b309e0502a91>

This information will be requested for each Principle for which the LEA selects in the LEA Integrated Action Plan. If it is important enough to create strategies and action steps and expend federal funds, there must be a stated need, desired outcome, and needs statement. Repeat this process for each of the principles in the LEA Integrated Action Plan.

Research evidence-based interventions.

Under ESSA schools have the flexibility to choose practices, strategies and programs to improve student achievement. All schools are encouraged to choose evidence-based interventions that have already demonstrated success. By implementing strategies that have been rigorously studied and documented, there is a greater probability of increasing student achievement.

ESSA seeks to attain stronger positive student outcomes and reduce spending on programs that lack research and evidence of effectiveness by encouraging LEAs and schools to use evidence-based interventions. ESSA defines “evidence-based” in Section 8101. It outlines four different levels of “evidence-based activities, strategies, or interventions. These are referred to as the “4 Tiers of Evidence”

For schools in Comprehensive and Targeted School Improvement, ESSA requires evidence-based strategies and action steps demonstrating strong, moderate, or promising evidence in their school integrated action plans. Schools in school improvement must implement evidence-based practices from Tier 1, 2 or 3.

Teachers need to have confidence that their strategies and materials will help provide positive results for students. And when educators want to keep a current approach because they think it works, now they need to provide data to show why they know it works or develop a plan to prove the program’s value.

Resources on evidence-based interventions are available on ADE's Support & Innovation's website at <http://www.azed.gov/improvement>.

Building the LEA Integrated Action Plan:

Principles

From the drop down menu, select a principle for which the LEA has identified a need. Enter the need, need statement, outcomes, and (optional) root cause and SMART goal.

Create as many principles as needed to reflect the LEA needs within the Integrated Action Plan. Keep in mind the program requirements for the funding sources utilized by the LEA.

Strategies

Add at least one strategy under each appropriate principle. Please note that the numbering system of the Strategies is based on the order in which the Principles were entered. Because the strategies are named only numerically within the system, it is recommended that the LEA use a naming convention to align it with the Principle in the CNA to which it corresponds. For example, "5.5 Social Emotional Learning: Students will participate in weekly activities to build mindfulness, promote citizenship and a sense of community." To review the content of the strategy, click on + Details to reveal the Strategy Description.

Action Steps

Every strategy must have at least one corresponding action step. Use actionable verbs to develop action steps. Enter the details of the plan including dates, responsible person(s), evidence, Funding Tags, and Program Tags..

- Implementation action steps
 - Develop clear and comprehensive actionable action steps including who is responsible and the timeline
 - Align resources, funding sources, people and time to action plan
- Monitoring action steps
 - Determine measures to monitor implementation
 - Collect information to monitor the quality of support being provided
 - Identify and track progress and performance
- 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

Funding Tags

When a grant is selected, a menu of possible funding tags will be available. Indicate with the funding tag the source of funding that is supporting the action step with a budget line item. This green funding tag ties the integrated action plan to the funding application so that anyone perusing the IAP can easily identify how federal funds were used to support the implementation of the plan.

Program Tags

A separate menu of program tags will also be available. For Title I-A and Title IV-A, a program tag is requested. For Titles II, III, and V program tags are optional.