2022 Committee of Practitioners Fall Forum
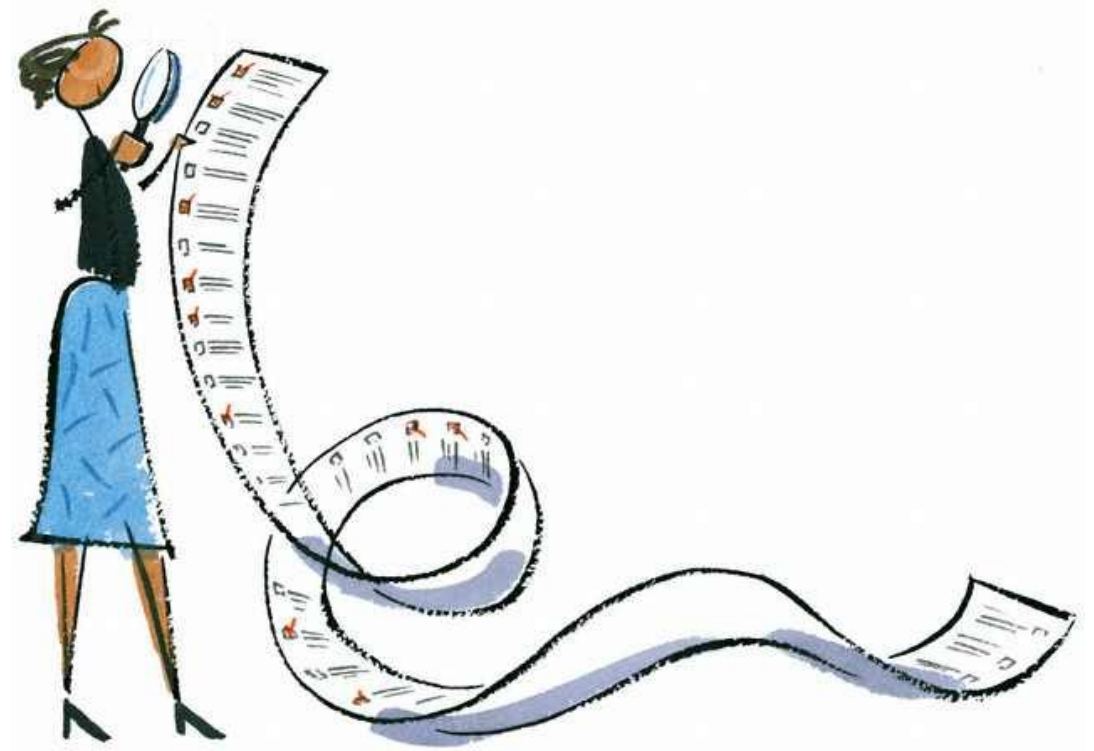
2022 ESEA Committee of Practitioners Spring Forum

Strengthening Your Planning Teams and C.N.A. Processes

Session Outline

- Stakeholder Team

- Comprehensive Needs Assessment

- Connections to Grants Management

Assemble the Planning Team

Go to www.menti.com

Code 8762 0369

Required Stakeholders

Arizona Department of Education
Federal Programs Stakeholder Groups
Quick Reference Guide

Stakeholders	Title I-A Citation: §1112(a)(1)(A), §1112(b)(7-10)	Title II-A Citation: §2102(b)(3)(A) §2102(b)(2)(D)	Title IIIA Citation: §3116(b)(4)(C)	Title IV-A Citation: §4106(c)(1-2)
Teachers	✓	✓	✓	✓
Principals	✓	✓	✓	✓
Other School Leaders	✓	✓	✓	✓
Parents/ family members	✓	✓	✓	✓
Students	X	X	X	✓
Paraprofessionals	✓	✓	X	X
Specialized instructional support personnel	✓	✓	X	✓
Administrators	✓	X	✓	X
Other appropriate school	✓	✓	X	X

https://www.azed.gov/ese

SIAP-

- GME IAP Review Checklist *New 7.28.2021*
- Starting your Plan
- Quick Reference Guide: School Integrated Action Plan - GME Planning Tool
- Quick Reference Guide: Printing Integrated Action Plans PDF
- User Roles Assignment - Planning Tool (Short Snip)

Assemble the School Planning Team(s)	**Complete Comprehensive Needs Assessment(s)**	**Final Summary**
SIAP Principles, Strategies and Action Steps	**SIAP Program Requirements**	**SIAP Funding and Program Tags**

LIAP-

- GME IAP Review Checklist *New 7.28.2021*
- Quick Reference Guide: LEA Integrated Action Plan - GME Planning Tool

Assemble the LEA Planning Team(s)	**LEA District Summary**	**LIAP Principles Strategies and Action Plans**
LIAP Program Requirements	**LIAP Funding and Program Tags**	**SIAP & LIAP Implementation, Monitoring and Evaluation**

Planning Tool Navigator: Assemble the School Team

Resources:

- Assemble School Team(s) for SIAP
- ESSA Stakeholders for School Planning Team
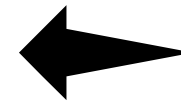
Planning Team Micro Training:

School Level Planning Team Members for Title I-A, Title II-A & Title IV-A

_____Your Number_____ / 18 = _____%

Teachers

Principals

Other School Leaders

Parents/ family members

Students

Paraprofessionals

Specialized instructional support personnel

Administrators

Other appropriate school personnel

Charter School Leaders (where applicable)

Private Schools

Community Partners

Early childhood education programs (where applicable)

Institutions of Higher Education

Employers (where applicable)

Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)

Indian tribes or tribal organizations (where applicable)

Other stakeholders/ organizations with relevant experience

List the stakeholders who participate in the CNA/RCA and IAP planning process.

Name		on
*		inistrator - Local ⌄
*		ent ⌄
*		iculum Coordinator ⌄
*		ructional Coach ⌄
*		cher ⌄
*		lent ⌄
*		munity Member ⌄
*		inistrator - District ⌄

School Level Planning Team Members for Title I-A, Title II-A & Title IV-A

____7____ / 18 = ____39____ %

Teachers

Principals

Other School Leaders

Parents/ family members

Students

Paraprofessionals

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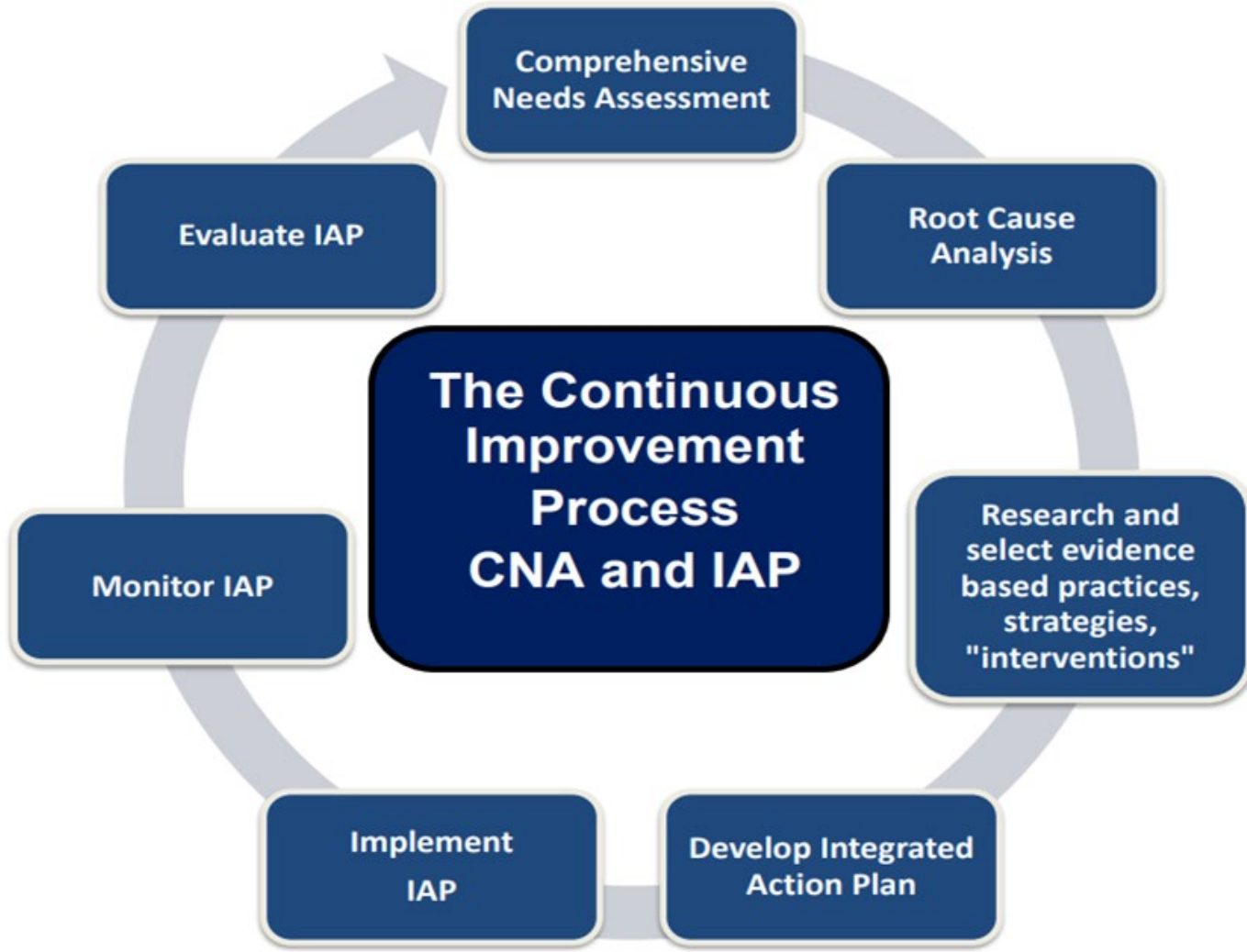Other stakeholders/ organizations with relevant experience

Discussion and Reflection

1. What strengths, weaknesses do you see with your stakeholder teams?

2. Where are your opportunities?

3. Did you have any AHA! moments about stakeholder teams?

4. Why do you think ESSA emphasizes stakeholder involvement?

Comprehensive Needs Assessment

CNA – 6 Principles

Determine Your Process

Community Meeting
- Time Efficient
- Con: Opinion Based

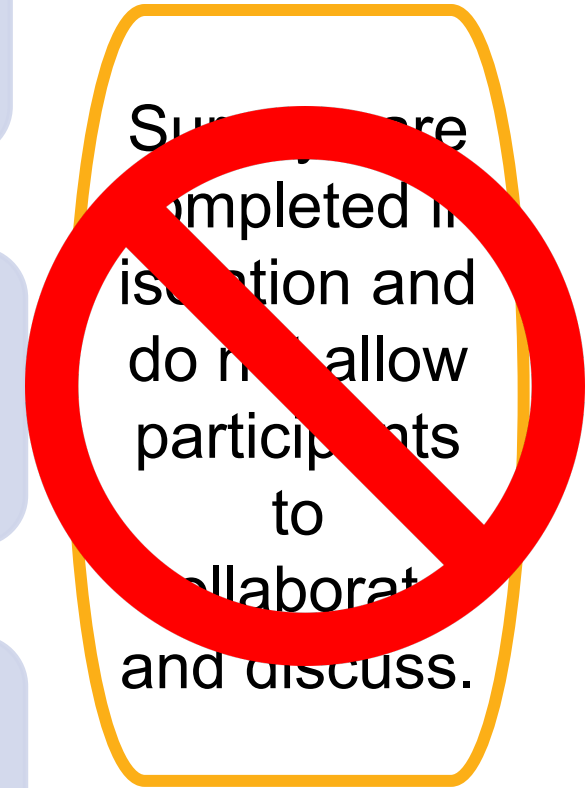**Teams**
- Evidence Based
- Con: Work Intensive

Consensus
- Ensures Everyone Has Their Say
- Con: Coordination Intensive

Surveys are completed in isolation and do not allow participants to collaborate and discuss.

Welcome to Educator & School Excellence

Our mission is to provide technical assistance, service and support to local educational agencies and schools to ensure equitable access to an excellent education for every child.

The Educator and School Excellence Unit

Our unit is proud to support Arizona's schools, educators and families. In collaboration with the rest of the Arizona Department of Education, our team members are dedicated to providing prompt, accurate and friendly service to all LEAs with grant applications, approvals and revisions. We are available for training, technical assistance, monitoring

ESEA Consolidated Programs

Title I-A   Title I-D   Title II-A

Title IV-A   Title V

ESE Grant Programs ▾

ESE Program Services ▾

Contacts

EMS Calendar

ESSA Conference

ESE Boot Camp

Get SET for STEMI Scholarship

Title I Blog

ESE Newsletter

ESE is Hiring!

Contact

(602) 364-1958
EducatorAndSchoolExcellence@azed.gov

Find My Specialist

Sign Up for Our Emails

BREAKING NEWS

Enhancements FY23 ESEA Consolidated

FY23 Substantial Approval

Why Did My Allocation Change?

▸ FY23 ESEA Poverty Data

▸ FY22 ESEA Poverty Data

▸ Income Eligibility Forms

▸ ESEA Consolidated Bootcamp Micro Training

▸ Planning Tool Navigator- Integrated Action Plan Resources

▸ Policy

▸ Resources

▸ Webinars & Micro-Trainings

▸ Response to USED FY2013-14 Title I Audit Finding

▸ Resolution of USED 2013-14 Title I Audit Finding

▸ Planning Tool Navigator- Integrated Action Plan Resources

https://www.azed.gov/ese

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LIAP Program Requirements	LIAP Funding and Program Tags	SIAP & LIAP Implementation, Monitoring and Evaluation

ARIZONA DEPARTMENT OF EDUCATION

Planning Tool Navigator: Comprehensive Needs Assessment Resources

Resources:

- CNA Glossary PDF
- Comprehensive Needs Assessments Rubric
- CNA/Root Cause Analysis/Resources PDF
- SIAP CNA

Principle Format

- **Principle** – Definition
  - *Indicator*
  - *Output*
    - **Element**
      - Corresponding Response Statements

Principle 1 Effective Leadership Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicator 1.3 Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.

Output: Students believe that the school environment is psychologically, physically, and academically safe.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	*The leadership does not identify minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*	*The leadership identifies minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*	*The leadership identifies sufficient resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*	*The leadership identifies multiple resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*
Element B Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?	*Maintenance is severely lacking and there are safety concerns*	*Maintenance of school buildings, equipment, and furnishings are lacking*	*Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them*	*All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them*
Element C Are the school safety and emergency preparedness plans current, disseminated to all, subject to regular review and amendment, and practiced regularly?	*There are no safety plans*	*The school safety and emergency preparedness plans are not current, disseminated, or subject to regular review and amendment, or practiced*	*The school safety and emergency preparedness plans are current and disseminated, but are not reviewed regularly and/or practiced*	*The school safety and emergency preparedness plans are current, disseminated to all, subject to regular review and amendment, and practiced regularly*

ADE Provided Possible Evidence

	1.3
	Procedures and plans relative to emergency preparedness,
	Site audit of facilities, equipment, furniture and resources
	School wide MTSS plan
	Behavioral referral data

17

Open your Rubric

A-E = Pages 17-19

F-K = Pages 34-37 & 44-45

L-Q = Pages 54-56 & 66- 67

R-Z = Pages 75-77

- Interesting!
- I never thought of that!
- I can use that!

Comprehensive Needs Assessment – SIAP

- Data Analysis Assurance
  - LEA and School staff should
    - examine data through an equity lens to identify student achievement outcomes or learning gaps
    - ensure equitable access for all students to supports and instructional opportunities.
    - all staff members are trained in the use of data analysis techniques:
      - multiple types of data
      - multiple sources,
      - comparisons across groups,
      - benchmarking
      - formative data
      - longitudinal data.

Data Analysis Assurance

Links to guidance documents
- Perception and leading and lagging indicators
- Comprehensive Needs Assessment
- ESEA Consolidated – Statute

Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the schoolwide plan as well as classroom practice.

Data Analysis Assurances

The LEA assures that all schools will collect, analyze, and use perception and leading and lagging indicator data from a variety of sources. *

☑ * Yes

The LEA assures data will be analyzed at both the all-student level as well as by subgroups to inform the Comprehensive Needs Assessment (CNA), the root cause analyses, and the development of both the LEA Integrated Action Plan and the School Integrated Action Plan

☑ * Yes

The LEA assures stakeholder participation in data rich discussions for all 6 principles in the CNA. *

☑ * Yes

* Resources:

ESEA Consolidated - Title I, School Improvement, Title II, Title III, Emergency Immigrant, Title IV, and Title I-C

Comprehensive Needs Assessment (CNA) - 2 SIAP CNA

GME Planning

Grants Management Enterprise

GME

GME Home	
Administer ▶	
Search ▶	
Reports	
Inbox ▶	
Entity Information	
Planning ▶	
Monitoring ▶	
Funding ▶	
Reimbursement Requests	
Project Summary	
LEA Document Library	

LEA and School Planning

Public District - FY 2021 - Low Risk

This is the TEST site. Please be sure to complete your work on the LIVE site.

2021 ▾   Active ▾

LEA Integrated Action Plan (LIAP)

- LEA Integrated Action Plan (LIAP)

School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

- School Integrated Action Plan (SIAP)

Menu in GME

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Search	▶
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Planning	▶
Monitoring	▶
Funding	▶
Reimbursement Requests	
Project Summary	
LEA Document Library	
Address Book	
Contact ADE	
Grants Management Resource Library	
Help	
🔒 GME Sign Out	

LIAP

LEA Integrated Action Plan (LIAP) Sections

Description (View Sections Only View All Pages)

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

SIAP

School Integrated Action Plan (SIAP) Sections

Description (View Sections Only View All Pages)

	All
⊟	**History Log**
	History Log
	Create Comment
⊟	**School Planning Team**
	School Planning Team (REQUIRED)
⊟	**Comprehensive Needs Assessment**
	Principles 1-6 (REQUIRED)
	Data Analysis Assurance
	Final Summary (REQUIRED)
⊟	**Integrated Action Plan**
	Principles, Strategies and Action Steps (REQUIRED)
⊟	**Related Documents**
	Related Documents
	All

Principle Average Score: **2.41**

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

— Indicator 1.3 - Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.

Indicator Average Score: 3.00

Ideal Output: Students believe that the school environment is psychologically, physically, and academically safe.

Elements:

Element	Response
A. Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	○ No ○ The leadership identifies minimal resources ○ Yes, the leadership identifies sufficient resources ⦿ Yes, the leadership identifies multiple resources
B. Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?	○ No, severely lacking and there are safety concerns ○ Some are lacking ○ Yes, most ⦿ Yes, all
C. Are the school safety and emergency preparedness plans current, disseminated to all, and subject to regular review and amendment, and practiced regularly?	○ No safety plans ○ No, plans are not current, disseminated, or subject to regular review and amendment, or practiced ○ Yes, plans are current and disseminated, but are not reviewed regularly and/or practiced ⦿ Yes

GME Location for Evidence

Possible Evidence:

- ☑ Procedures and plans relative to emergency preparedness
- ☑ Site audit of facilities, equipment, furniture and resources
- ☑ School wide MTSS plan
- ☐ Behavioral referral data

Comments and Notes:

Safety and reopening plans, Comprehensive Emergency Response Plans vetted by Director of Safety Service. ERP Training and response plan practiced and roles updated and reviewed annually and practiced regularly.

211 of 2000 characters

| Principle 1 - Effective Leadership | Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others. | Principle Average Score: 2.41 |

Indicator	Score
⊞ Indicator 1.1 - Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.	Indicator Average Score: 2.75
⊞ Indicator 1.2 - Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students, focusing on the whole child within a respectful, professional learning community for all staff.	Indicator Average Score: 2.00
⊞ Indicator 1.3 - Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.	Indicator Average Score: 3.00
⊞ Indicator 1.4 - Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.	Indicator Average Score: 2.40
⊞ Indicator 1.5 - Our leadership implements a system of academic and fiscal accountability to ensure every student's success.	Indicator Average Score: 1.88
⊞ Indicator 1.6 - Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	Indicator Average Score: 2.67
⊞ Indicator 1.7 - Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	Indicator Average Score: 2.00
⊞ Indicator 1.8 - Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.	Indicator Average Score: 3.00
⊞ Indicator 1.9 - Our leadership commits to drive continuous improvement.	Indicator Average Score: 2.00

*Based on trends and patterns, identify possible primary needs for Principle 1 - Effective Leadership:

Based on the findings for this indicator, we believe that more real time assessment needs to be available for ALL stakeholders in our school community.

Select Your Top 3 Primary Needs

- Are there entire principles that are low scoring?

- Are there common indicators that are low scoring?

- How often does this issue occur year after year?

- Is this an issue across grade levels, student subgroups or school settings?

- Does this issue consume high levels of energy, time, and resources?

- Does this issue seem to be a recurring concern even after an initial improvement phase?

- What will be the most impactful issue to focus on?

Linking Indicators Across Principles

High expectations 1.2, 2.1, 5.1

Collaboration 1.4, 1.2, 2.4, 2.7, 3.4, 3.5, 5.2, 6.1, 6.2, 6.3

School health and safety 1.3, 4.1, 5.3, 5.4, 5.5

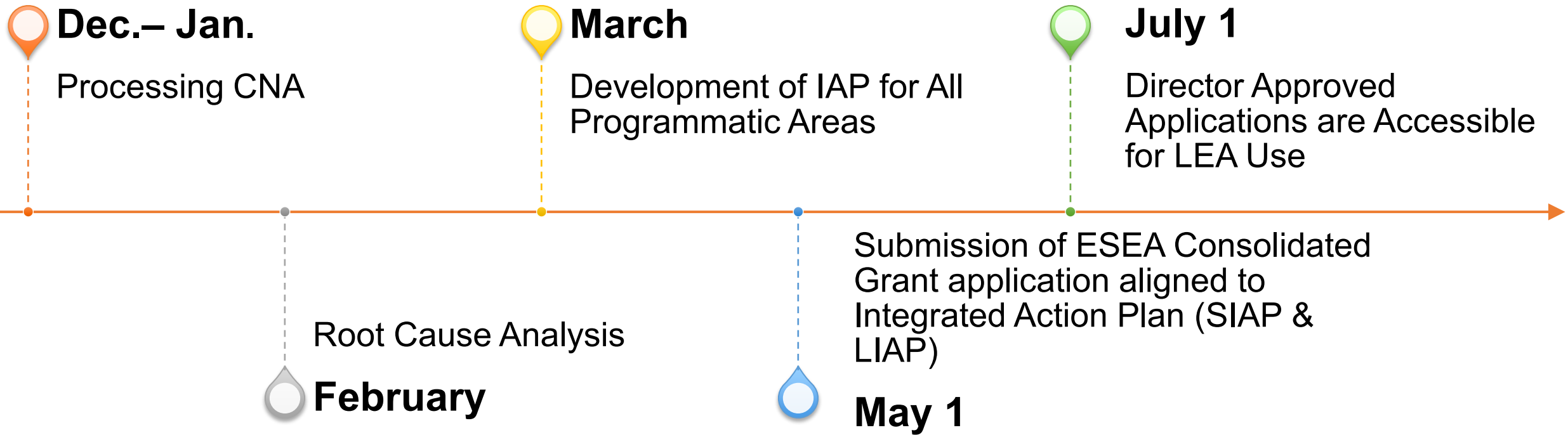Professional learning 1.2, 2.6, 3.4, 4.5, 5.3

Use of data 1.2, 1.4, 1.5, 1.9, 2.1, 2.5, 2.7, 3.5, 4.5, 6.3

Subgroups 1.2, 2.5, 3.2, 3.5, 4.4

Social emotional learning and development 1.1, 1.2, 1.3, 1.5, 2.2, 2.6, 3.2, 4.3, 4.4, 4.5, 5.2, 5.5, 6.1, 6.2

Equity 1.1, 1.4, 1.8, 2.3, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.2

Sample Timeline for Annual Planning

Dec.– Jan.

Processing CNA

March

Development of IAP for All Programmatic Areas

July 1

Director Approved Applications are Accessible for LEA Use

Root Cause Analysis

February

Submission of ESEA Consolidated Grant application aligned to Integrated Action Plan (SIAP & LIAP)

May 1

Questions?

Resources

- ✓ Stakeholder Requirements
- ✓ Facilitating Effective Conversations
- ✓ Toolkit for Building a Culture of Data Use
- ✓ CNA Rubric

- ✓ Planning Tool Navigator | Arizona Department of Education (azed.gov)
- ✓ Support & Improvement: Professional Learning | Arizona Department of Education (azed.gov)

- ✓ Comprehensive Needs Assessment Integrated Action Plan Resources (azed.gov)

Feedback for ADE

Padlet Link

https://padlet.com/angiemadsen/8yrjnmxml8ohbf0a

1. Please provide feedback on the tools, resources, and support for CNA processes.
   - Which tools are most helpful?
   - Any suggestions for additional tools/ support?

2. Please provide feedback related to your use in transferring CNA information into GME.
   - What do you like best/ dislike?
   - What would make your life better?

3. Any additional feedback related to today's session.