

Comprehensive Support and Improvement(CSI) Grant FY23



**School Support
& Improvement**





Comprehensive Support and Improvement (CSI) Grant Purpose

The purpose of the Comprehensive Support and Improvement Grant is to provide funding for CSI schools to implement the evidence-based strategies and action steps in the School Integrated Action Plan (IAP) aligned to the Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA).





Eligible Applicants

- Federal Comprehensive Support and Improvement (CSI) Schools
 - Identified for low achievement (beginning fall 2022)

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



Important Notes

- This is a ***competitive grant***
- Complete a detailed application
- Include all required elements and documentation
- Application is scored using the scoring rubric
- 70% of points is required for funding



Timeline





Additional Requirements



- **New** FY23 Comprehensive Needs Assessment
- Thorough root cause analyses (fishbones) for your primary needs
- Completed LEA and School IAPs including School Improvement required goals and appropriate CSI program and funding tags
- All items must be in GME in the Planning Tool



Complete All Sections in GME



<input type="checkbox"/>	FFATA & GSA Verification
	FFATA & GSA Verification
<input type="checkbox"/>	Program Information / Instruction
	Program Information / Instruction
<input type="checkbox"/>	Assurances
	Assurance of Application Completion
	Program Assurances
<input type="checkbox"/>	Contacts
	LEA/Charter Holder Contact Information
	School Contact Information
<input type="checkbox"/>	Program Narrative Questions - LEA District / Charter Holder Level
	Program Narrative Questions - LEA District / Charter Holder Level
<input type="checkbox"/>	Related Documents - LEA District / Charter Holder Level
	Related Documents - LEA District / Charter Holder Level
<input type="checkbox"/>	Capital Outlay Worksheet - (Comprehensive Support and Improvement Grant)
	Capital Outlay Worksheet
<input type="checkbox"/>	Comprehensive Support and Improvement Grant
	<input type="text" value="District Level"/> ▼
	Budget
	Budget Overview
	Program Narrative Questions - School / Site Level





FFATA and GSA Verification



- Be sure to submit your FY23 General Statement of Assurance in GME
- Ensure your SAM.gov information is up to date
- Provide a short description of your grant funded project





Contacts

- LEA/Charter Holder Name
- Board President
- Superintendent
- Federal Programs Director
- School Name
- Principal



Assurances



Program Assurances

Checking each box indicates "Yes, the LEA ensures the action described"

- Complete and submit School Comprehensive Needs Assessment (CNA) in GME.

Yes

- Complete thorough root cause analyses for CNA identified primary needs, submit fishbones in GME.

Yes

- Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required based on the CNA and root cause analyses results in GME.

Yes

- The L/SIAP includes meaningful evidence-based interventions to improve student achievement, Evidence Based Summary Form in GME.

Yes

- Monitor, review, update, delete, retire or add strategies and action steps to the L/SIAP in GME at least quarterly

Yes

- Ensure systems, processes, procedures, including operational flexibility are in place to actively to support Comprehensive Support and Improvement Schools





Program Narrative Questions

Use the Rubric!





School Program Narrative Questions

1. To be completed/answered separately for each school/site

Vision:

Mission:

Shared/ Core Values/ Beliefs:

Latest revision date:

Note if these are not available or have not been updated recently, it is a required action plan to develop them (no loss of points)

Comprehensive Needs Assessment (CNA), root cause analyses (RCA) and Integrated Action Plan (IAP) development process

2. Describe the CNA, RCA, IAP process **in detail**. What process did you use? Include data gathering process and the consensus process. Who was involved? What was the timeframe?





3. As a result of your new 2022-23 CNA, identify the principles/indicators, primary needs, root causes, need statements and desired outcomes

Principle	Primary Need	Root Cause	Desired Outcome

4. List both process and impact SMART goals from your IAP.

Principle	Process Goal	Impact Goal

5. What strategies and action steps in the school 2022-23 IAP will be funded with the FY23 CSI grant? Include timelines and responsible staff. Be sure to upload Evidence Based Summary Form/s in required related documents.

Strategy	Action Steps	Responsible Staff	Timeline





6. Think five years in the future...describe your school, what it looks like, feels like, sounds like...

7. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct. CSI funding tags are accurate in IAP. Complete a **proposed** budget in GME. Be sure to include sufficient details in the narrative.

- Be sure that the requests for funds are allowable. Out of state travel and large capital items are generally not allowed. Check with your specialist if you have a question or need assistance building your budget.
- Proposed Expenditures are reflected in the IAP and aligned to the CNA and RCA.
- Proposed expenditures have adequate narrative details.
- Proposed expenditures are in correct function and object codes.
- Math is correct.





LEA Support Questions

*Complete Once if you have multiple CSI schools

1. Describe the LEA's plan to support the school/s as they implement their IAP. Include actions, person/s responsible, timelines and measures of success.

Strategy	Action Steps	Responsible Staff	Timeline	Measures of success

2. Describe the LEA's plan to hold school/s accountable as they implement their IAP, including monitoring and evaluating measures. Include actions, person/s responsible and timelines.

Strategy/Action Steps	Monitoring Measures	Evaluation Measures	Responsible Staff	Timeline

3. Describe the LEA's plan to fiscally monitor school/s receiving CSI funds. Include actions, person/s responsible and timelines.

Action Steps	Responsible Staff	Timeline



Related Documents

- Required
 - Evidence Based Summary Form
 - Signature Page
- Required – if applicable to your budget
 - Tutoring Plan
 - Scope of Work (to include deliverables)
 - Quote
 - Conference Brochure
 - Job Description
- Optional
 - Graphs, tables and charts necessary for a complete application, optional, as needed





Required Related Documents

Upload to the Related Documents – LEA District/Charter Holder Level area

SIGNATURE PAGE

Signature Page - Signatures below denote commitment to implementation, monitoring and evaluation of strategies and action steps outlined in the IAP and the grant application.

Signature _____

Board President _____ Date _____

Signature _____

Superintendent _____ Date _____

Signature _____

Charter Holder _____ Date _____

Required Documents		
Type	Document Template	Document/LINK
Signature Page [Upload at least 1 document(s)]	Signature Page	Upload Signature Page




Required Related Documents


Related Documents - School / Site Level

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2019, 2020, 2021) - Targeted Support and Improvement Grant - Rev 0 - Targeted

Go To 

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. Organizations uploading documents to GME must ensure that the information contained in the document other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Required Documents		
Type	Document Template	Document/Link
Evidence Based Summary Form [Upload at least 1 document(s)]	 Evidence Based Summary Form	Upload Evidence Based Form

Optional Documents		
Type	Document Template	Document/Link
Additional Assurances [Upload up to 1 document(s)]	 Additional Assurances	
Charts/Graphs/Tables (LEAs own documents)	N/A	
Other	N/A	





Evidence Based Summary Form

LEA Grade

- Preschool
- Elementary
- Middle School
- High School

LEA Community

- Urban
- Rural
- Suburban



Grade Level

- Preschool
- Elementary
- Middle School
- High School

Research

Community

- Urban
- Rural
- Suburban

ESSA Tier

- Strong
- Moderate
- Promising



Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources

[Search Evidence-Based Resources Database](#)



- Professional Learning
- Social Emotional Learning
- Evidence-Based Practices
- Strengths-Based Leadership
- School Improvement Guidance
- LEA Contact Form
- School Contact Form

Arizona Department of Education does not endorse or require the use of any specific evidence-based clearinghouse; districts may use the clearinghouses or stand-alone research reviews conducted by a third party. We also provide a variety of resources to support the identification of evidence based practices and programs to support your school and district transformation.

	Program/Intervention	Topic
1		
20	ASSISTments	Math,Technology
21	AVID	Instructional system
22	Better Futures Program	SEL College and Career Readiness
23	Beyond Textbooks - New	Curriculum Frameworks
24	Bilingual cooperative Integrated Reading and Composition (BCIRC)	English Language Learners
25	Blended Learning	Practice, academic achievement
26	Bright Beginnings	ELA and Math

General Info **Programs, interventions** Practices School reform Blueprints SEL CASEL-SEL





Evidence Based Summary Form

Evidence Based Summary Form

Describe Program

Refer to Evidence-Based Resources Database

LEA Grade

- Preschool
- Elementary
- Middle School
- High School

LEA Community

- Urban
- Rural
- Suburban

Grade Level	Research Community	ESSA Tier
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong
<input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate
<input checked="" type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input checked="" type="checkbox"/> Promising
<input checked="" type="checkbox"/> High School		

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

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

123 Elementary School will be purchasing and implementing Beyond Textbooks as a supplemental curriculum. This program is recognized on the School Support and Improvement's "Search Evidence-Based Resources Database" on the Program/Intervention tab on line #23.

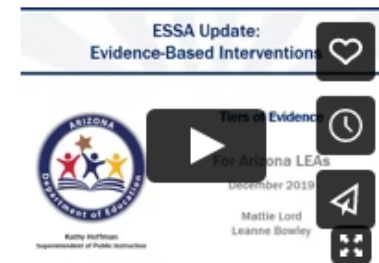




- Professional Learning
- Social Emotional Learning
- Evidence-Based Practices
- Strengths-Based Leadership
- School Improvement Guidance
- LEA Contact Form
- School Contact Form

Evidence-Based Research Requirements (ESSA) Module
Helpful Resources:

- [Evidence Based Summary Form](#)
- [Evidence Review and Effective Practices Briefs](#)
- [Evidence-Based Resource Websites \(ESSA\)](#)
- [ESSA-Evidence Based Requirements and Resource Spreadsheet](#)
- [Sample Evidence-Based Summary Form](#)
- [Evidence-Based Research Requirements \(ESSA\) Module](#)
- [Using the WWC to Find ESSA Tiers of Evidence](#)





Evidence Based Summary Form

Evidence Based Summary Form

LEA Grade

- Preschool
- Elementary
- Middle School
- High School

LEA Community

- Urban
- Rural
- Suburban

Grade Level	Research Community	ESSA Tier
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input checked="" type="checkbox"/> Strong
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising
<input type="checkbox"/> High School		

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

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

456 High School will be working with Consulting Company PDQ to align our professional development related to improving our instructional practices to our observation and walk-through protocols. This process of *“Aligning classroom observations with professional development”* is rated as strong on the School Improvement website in the Evidence Review and Effective Practices Briefs document on page 9.

Describe Practice

Refer to Evidence Review and Effective Practices Briefs document





Evidence Based Summary Form

Evidence Based Summary Form

Describe Strategy

Research Abstract

LEA Grade

- Preschool
- Elementary
- Middle School
- High School

LEA Community

- Urban
- Rural
- Suburban

Grade Level	Research Community	ESSA Tier
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input checked="" type="checkbox"/> Strong
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising
<input checked="" type="checkbox"/> High School		

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

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

Carnegie Learning High School Math Solution curriculum combines traditional textbook and workbook materials with self-paced individualized instruction via automated tutoring software.

<https://www.evidencefoessa.org/programs/math/middlehigh-school/carnegie-learning-high-school-math-solution>

Three studies, all involving high school students, were evaluated. Results for the second cohort were significantly positive which qualified this blended curriculum for the ESSA "strong" category.

White papers, theories of action, reviews of literature, and pre/post test data are not sufficient and do not meet ESSA's requirements



Evidence Based Resources



Results First Clearinghouse Database



Additional resources available:

<https://www.azed.gov/improvement/evidencebased-practices>





Proposed Budget

- Complete a ***proposed*** budget in GME. Be sure to include sufficient details in the narrative.
- Items must address identified root causes leading to improved student achievement.
- Be sure that the requests for funds are allowable.
- Remember these funds are supplemental.





Allowable Expenditures

Items requested in the budget must address identified root causes leading to improved achievement

- Data driven decision making processes
- Leadership development
- Strategies and action steps aligned with the CNA and root cause analyses data
- Professional learning activities and related travel costs
- Supplies directly related to the action steps
- Positions directly aligned to CNA-IAP
- External service providers based on specific needs identified
- Off contract pay for work such as planning committees, researching evidence-based interventions or curricula, conducting or attending professional learning or implementation of an intervention
- Board approved hourly rate paid
- Requires time and effort logs

Note: COVID related expenses including technology need to be addressed using CARES/ESSER funding sources.



Expenditures Not Allowed

- Performance or incentive pay
- Miscellaneous or general office supplies
- Student rewards/incentives
- Large expenditures for capital items are generally not allowed
- ***Out of state travel may be approved only if absolutely necessary.***



Proposed Budget In GME

- **Proposed expenditures have adequate narrative details; are in correct function and object codes; math is correct; line items match narrative totals**

6100. Salaries

Function Code 1000 (direct instructional contact with students)

Board adopted salary or hourly rate

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (example: after school tutoring, substitutes)

Position example: reading interventionist

***Job description required for positions**

***Tutoring plan required for tutoring programs**

***Stipend amounts are not allowed – must break down hours x hourly rate**

Function Code 2100, 2200, 2600, 2700 (staff)

Board adopted rates

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (example: off contract committee work to research math curriculum)

Position example: data coach

***Job description required for positions**

***Stipend amounts are not allowed – must break down hours x hourly rate**

6300. Purchased Professional Services

Function code 2100, 2200, 2600, 2700 (staff)

TBD based on provider services or conference fees

Educational Service Provider (external provider/consultant)

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**

Professional Learning Activities

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

Conference registration ***Conference brochure or agenda required**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)

TBD based on provider services or conference fees

Leadership Development

Detail needed: Who? What? When? For whom? ***Must include date**

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**





Prior to Grant Submission



- Ensure all GME requirements are completed
- Ensure program narrative questions are answered completely and with specific details
 - Use the scoring rubric to verify you have included the required details
- Verify you have uploaded all the required documents and any additional documents to support your application in Related Documents
- Validate that the FY23 CNA and Root Cause Analysis fishbones are in GME
- Confirm the LEA and School Integrated Action Plans include all the strategies and actions steps for school improvement and are tagged CSI
- Ensure the proposed budget is closely aligned to the CNA, root causes, strategies and actions steps



Timeline





School Support & Improvement

For more information and resources regarding
School Improvement, please visit:
<http://www.azed.gov/improvement>

Devon Isherwood (Deputy Associate Superintendent)
602-364-0379
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602-364-2202

Education Program Specialists

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