

Targeted Support and Improvement (TSI) Grant

FY23



**School Support
& Improvement**





TSI Grant Purpose



To provide LEAs funding to implement evidence-based strategies and action steps in the LEA and school Integrated Action Plans to increase achievement of identified subgroups





LEAs with schools identified as Targeted Support and Improvement (TSI/aTSI) Schools

Identified in fall of 2022

LEAs must be in fiscal and programmatic compliance with all state and federal requirements

For profit charter schools are NOT eligible



Additional Notes...

- This is a **competitive grant**.
- Complete a detailed application.
 - LEAs will apply on behalf of all of their TSI school(s) in **one** online LEA-level application in GME
- Include all required elements and documentation.
- LEAs with TSI schools are eligible to apply for funds based on the enrollment of their TSI school(s). The total maximum budget an LEA may apply for is the sum of their TSI school allocations. The total allocation is determined by allowable expenses and the evidence-based strategies and action steps in the IAP and is not an automatic allocation.
- Application is scored using a scoring rubric.
- 70% of points are required for funding.

School Size	Allocation
Up to 350	\$ 15,000
351-600	\$ 20,000
601-900	\$ 25,000
>900	\$ 30,000





TIMELINE

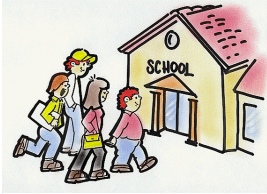




- Schools complete **new** FY23 Comprehensive Needs Assessment
- Schools conduct thorough root cause analyses (fishbone diagrams) for your primary needs
- Complete the LEA and School IAPs including the TSI required goals and appropriate TSI program and funding tags
- All CNAs-RCAs-IAPs must be completed in GME



Sunshine School District



School A

- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3



School B

- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3



School C

- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3



School D

- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3



Sunshine School District



School A

- ELL Supplemental Resources
- PD on ELL instruction Strategies
- Develop MTSS System



School B

- High Quality Feedback to Teachers
- Parent Involvement
- Develop MTSS System



School C

- Positive School Culture
- Update Mission, Vision & Values
- Develop MTSS System



School D

- ELL Supplemental Resources
- Increase parent communication
- Develop MTSS System



Budget



Sunshine School District TSI Allocation is \$60,000
(\$15000 each school)



\$30,000 to address MTSS Strategies and Action Steps at LEA



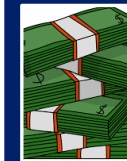
School A
\$12,500
for
ELL
Resources
&
PD



School B
\$0
because
feedback
requires no
money and
parent
involvement
will be funded
with Title I
funds



School C
\$5,000
For
off contract
committee
work to plan
PD to address
school culture



School D
\$12,500
for
ELL
Resources
&
PD





Now that the LEA has ensured that...

- ✓ CNAs completed for all schools
- ✓ Fishbones completed for all schools
- ✓ Integrated Action Plan developed for each school site
- ✓ LEA Integrated Action Plan is complete
- ✓ Common needs and unique needs are identified
- ✓ Allocations determined to meet site needs

We are now ready to APPLY!



Complete all required sections in GME

[-]	History Log History Log Create Comment
[-]	Allocations Allocations
[-]	Funding Disclaimer Funding Disclaimer
[-]	FFATA & GSA Verification FFATA & GSA Verification
[-]	Program Information / Instruction Program Information / Instruction
[-]	Contacts LEA/Charter Holder Contact Information School/Site Contact Information
[-]	Assurances Assurance of Application Completion Program Assurances
[-]	Program Narrative Questions - LEA District / Charter Holder Level Program Narrative Questions - LEA District / Charter Holder Level
[-]	Related Documents - LEA District / Charter Holder Level Related Documents - LEA District / Charter Holder Level
[-]	Capital Outlay Worksheet - (Targeted Support and Improvement Grant) Capital Outlay Worksheet
[-]	Targeted Support and Improvement Grant District Level ▾ Budget Budget Overview Budget Overview Plus/Minus Targeted Support and Improvement Grant School Allocations
[-]	Substantially Approved Dates Substantially Approved Dates
[-]	New Applicant Summary New Applicant Summary
[-]	Targeted Support and Improvement Grant Checklist





Overview of the TSI Grant Application in GME

FFATA & GSA Verification

LEA/Charter Holder Contact Information

School/Site Contact Information

Assurances

Program Narrative Questions – LEA/Charter Level

These sections will only need to be completed **once** by the LEA for the grant on behalf of all TSI schools included in the application





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





Contact Information



LEA/Charter Holder Name

LEA NCES ID#, CTDS#, Entity ID#

Board President

Superintendent

Federal Programs Director

All TSI school names, principals, emails



Assurances in GME

Program Assurances

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

The LEA assures for each TSI School it will/has:

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

* Yes

- Complete and submit a thorough root cause analysis (RCA) for CNA identified primary needs and upl

* Yes

- Complete SIAP with all required sections in GME

* Yes

- Each SIAP includes meaningful evidence-based interventions to improve student achievement

* Yes

- Monitor and Update the SIAP quarterly by adding, deleting or retiring strategies and action steps

* Yes

All assurances are required to be eligible to receive funding through the TSI grant. Each assurance must be checked in this section.

This section will be completed **once** by the LEA on behalf of all TSI schools included in the application





Program Narrative Questions

USE THE RUBRIC!





Narrative Questions

1. List all identified Targeted Support and Improvement Schools, current enrollment, principal, and the identified subgroup(s). Add additional lines as needed to account for all TSI schools.

School Name	School Enrollment	Principal	Identified Subgroup/s

2. Describe the school's comprehensive needs assessment process. Who was involved? What process was used to gather data? What was the consensus process? What was the general timeframe?





Narrative Questions

3. Based on the school CNA and leading and lagging indicator data analysis, what are the primary needs, root cause, desired outcomes and goals relative to each identified subgroup's low achievement for each school?

School	Subgroup	Primary Need	Root cause	Desired outcome	Process or Impact SMART Goal

School	Subgroup	Primary Need	Root cause	Desired outcome	Process or Impact SMART Goal





Narrative Questions

4. Looking across all schools in your LEA, identify trends to be addressed, the strategies, action steps and goals with evidence of success to be funded by this grant. These strategies and action steps should be in the LEA IAP.

LEA Trend	Strategy	Action Step	LEA SMART Goal	Evidence of success	Person/s responsible	Timeline

5. List individual school primary needs, strategies and action steps, and evidence of success with timelines and responsible party to be funded by this grant.

School	Primary Need	Strategy	Action Step	Evidence of success	Person/s responsible	Timeline



Narrative Questions

6. It is the LEA’s responsibility to support and monitor each school with low achieving subgroups, per ESSA statute. Describe the LEA plan to communicate expectations and hold all identified TSI schools accountable for the implementation of the IAPs, TSI strategies, action steps and goals to increase achievement for identified subgroups.

A. Communication Plan

Describe how the LEA will communicate current TSI status with each identified school, share data, and establish TSI expectations. Include what communication strategies the LEA will use, who is responsible, timeline/frequency of communication, monitoring and evaluating measures of success of communication strategies.

Communication Strategy	Responsible person/s	Timeline	Measures of success (How will you know the communication strategies are working)

B. Accountability Plan

Describe how the LEA will hold identified schools responsible for TSI action items, implementation of grant funded strategies, action steps and goals to raise achievement. Be specific on the methods the LEA will use, who is responsible, timeline and frequency as well as how the accountability methods will be monitored and evaluated for success.

Accountability Plan Strategies/methods	Responsible person/s	Timeline	Measure of success (How will you know the accountability strategies are working)





6100 Salaries

Function Code 1000 (direct instructional contact with students)
<i>Board adopted salary or hourly rate</i>

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**

6300 Purchased Professional Services

Function code 2100, 2200, 2600, 2700 (staff)
<i>TBD based on provider services or conference fees</i>

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 =

6600 Supplies

Function Code 1000 (direct instructional contact with students)
<i>Per quote(s)</i>

Curricular materials, instructional kits, site licenses, etc. for student use

Detail needed: Who will use? What is the purpose?

Item name x # of items x cost =

***Miscellaneous office supplies and student rewards not allowed.**

***Quotes are needed for all items.**

Narrative Questions

7. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct. TSI funding tags are accurate in IAP. 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.



More on Budgets in GME



For FY23 all allocations will be kept in district level programs. In the budget narrative please indicate if any funds for that line item will be used at the school level. See the example below:

Total \$3,931.00		
Purchase Conscious Discipline Materials to support SEL needs of identified subgroups (Economically disadvantaged and students with disabilities)		
LEA Leadership Team		
5	Conscious Discipline Books	\$ 145.00
Sunshine School		
1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
42	Conscious Discipline Books	\$1,218.00
Total		\$2,067.00
Lizard School		
1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
30	Conscious Discipline Books	\$ 870.00
Total		\$ 1719.00



Even More on Budgets in GME



The 'District Level' selection only **automatically aggregates** the budget information from all 'School Level' budgets.

<input type="checkbox"/>	Targeted Support and Improvement Grant
	District Level
	Budget
	Budget Overview
	Targeted Support and Improvement Grant School Allocations

In order to create a budget for District-Level activities, you will need to create a new 'School' labeled as your District name (*it's considered a 'School Level' budget in the system*). For example: **Arizona Unified School District - District Level Program(s)**

<input type="checkbox"/>	Targeted Support and Improvement Grant
	Arizona Unified School District - District Level Program(s)
	Budget
	Budget Overview
	Targeted Support and Improvement Grant School Allocations
	Related Documents





Allowable Expenditures

All Targeted Support and Improvement 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 Plans (IAPs).

All activities must be evidence-based, address the Needs and Root Causes identified in the schools' Comprehensive Needs Assessments (CNA), and advance the overall goal to increase academic achievement in their identified low performing subgroups.





Allowable Expenditures

- Strategies and action steps based on CNA data analysis specific to subgroup achievement
- Data driven decision-making process
- Leadership development
- Professional learning activities specific to subgroup achievement (*including conferences and related travel*)
- Specialized supplies **directly** related to action steps specific to subgroup achievement
- Pay for off contract work (above and beyond duties necessary to job function); committees, professional learning activities, research specific to subgroup achievement
 - *Board approved hourly rate paid, must be reasonable*
 - *Requires time and effort logs*



Expenditures Not Allowed

Performance incentive pay or stipends

Large capital outlay items

Miscellaneous office supplies

Student rewards/incentives

Out of state travel is generally not allowed.

*COVID related expenses including technology need to be addressed using ESSER funding sources.



Amounts for general items or placeholders TBD will not be allowed



LEA Budget Based on School Allocation(s)

The amount an LEA can apply for to create their proposed budget is determined by the size of their TSI school(s) included in their grant application.

The total actual allocation is determined by allowable expenses and the evidence-based strategies and action steps in the IAP.

It is not automatic.

School Size	Allocation
Up to 350	\$ 15,000
351-600	\$ 20,000
601-900	\$ 25,000
>900	\$ 30,000

EXAMPLE:

Arizona Unified School District has 3 TSI schools:

School	School Size	Allocation Cap
ABC Elementary	86	\$15,000
DEF Middle School	175	\$15,000
GHI High School	409	\$20,000

The potential total amount of funds this district could apply for would be **\$50,000**



LEA Budget Based on School Allocation(s)

Important Notes

An LEA does not need to budget the total amount of funds for which they are eligible to apply.

Applications should be driven by local needs and the evidence-based TSI strategies and action steps found in the LEA and School IAPs.

An LEA does not need to include all TSI schools in their application.

School allocations inform the total amount of funds an LEA may apply for through the grant.

The LEA may choose to leverage their funds in the manner they feel will best serve their local needs in support of their TSI schools.



Budget



Sunshine School District TSI Allocation is \$60,000
(\$15000 each school)



\$30,000 to address MTSS Strategies and Action Steps at LEA



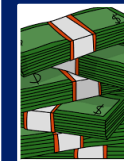
School A
\$12,500
for
ELL
Resources
&
PD



School B
\$0
because
feedback
requires no
money and
parent
involvement
should be
funded with
Title I funds



School C
\$5,000
For
off contract
committee
work to plan
PD to address
school culture



School D
\$12,500
for
ELL
Resources
&
PD



Related Documents

Required

- Evidence Based Summary Form
- Signature Page

Required – if applicable to your budget

- Tutoring plan
- Scope of work
- 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





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		

Required Related Documents



Evidence Based Resources



Results First Clearinghouse Database



Additional resources available:

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



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
Summary Form**

Describe Strategy

Research Abstract

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>

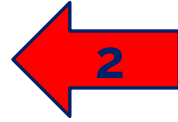
Three studies, all involving high school students, were evaluated. Results for the second cohort were significantly positive which qualified this blended curriculum for the ESSA “strong” category.

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



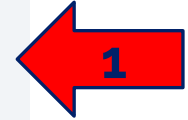
Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources

[Search Evidence-Based Resources Database](#)



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.

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



	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

Describe Program
Refer to Evidence-Based Resources Database

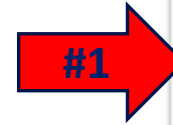
Evidence Based Summary Form

- | | |
|--|--|
| <u>LEA Grade</u> | <u>LEA Community</u> |
| <input type="checkbox"/> Preschool | <input type="checkbox"/> Urban |
| <input checked="" type="checkbox"/> Elementary | <input type="checkbox"/> Rural |
| <input type="checkbox"/> Middle School | <input checked="" type="checkbox"/> Suburban |
| <input type="checkbox"/> High School | |

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		

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.

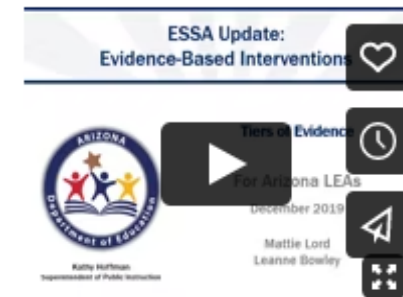




- Professional Learning
- Social Emotional Learning
- Evidence-Based Practices
- Strengths-Based Leadership
- School Improvement Guidance
- LEA Contact Form
- School Contact Form

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

Describe Practice

Refer to Evidence Review and Effective Practices Briefs document

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		

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.





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 new 2022-23 CNA and Root Cause Analysis fishbones are in GME

Confirm the LEA and School Integrated Action Plans include all TSI strategies and actions steps for school improvement and are tagged TSI

Ensure the proposed budget is closely aligned to the CNA, root causes, strategies and action steps





Grant application opens Aug. 23, 2022

23 August 2022

Grant application closes Oct. 7, 2022

7 October 2022

LEAs notified of award or non-award by Nov. 1, 2022

1 November 2022

Grant funds are available Nov. 1, 2022

1 November 2022

Project ends September 30, 2023

30 September 2023

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

Christina Aldrich (Director)

602-364-2202

Education Program Specialists

Sarah Barnes 520-770-3062

Colleen Clark 928-637-1882

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