# Targeted Support and Improvement (TSI) Grant

**FY24**

School Support & Improvement

# TSI Grant Purpose

To provide LEAs funding to support aTSI/TSI schools to implement L/SIAP, eliminate root causes of underachievement, and increase achievement of identified subgroups.

LEAs with schools identified as Targeted Support and Improvement (aTSI/TSI) Schools in fall of 2023

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, 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 |

# Grant Evaluation Tools

➢SSI Competitive grants

➢Grant Funded Action Steps from IAP

➢Evidence of impact

➢Reflection on implementation of action step(s)

➢Conclusion: have desired outcomes been achieved?

Required for application of future grants
  ◦ prior year grant evaluations are used to determine fidelity of use of funds

# Timeline

Grant application opens March 1, 2023

Grant application closes May 30, 2023

LEAs notified of award or non-award by July 1, 2023

Grant funds are available July 1, 2023

Project ends September 30, 2024

**1 March** 2023

**30 May** 2023

**1 July** 2023

**1 July** 2023

**30 Sept.** 2024

- Completed 2023-24 CNA in GME

- Thorough root cause analyses (RCA) (fishbone diagrams) on top 3 primary needs with subgroups embedded in bones of fish or as a separate fishbone in GME

- Completed 2023-24 LIAP with specific steps on how to support identified schools (tagged TSI) and School IAP (L/SIAP) in GME, including process and impact goals

- Completed application

- Required related documents

NOTE: Alignment between CNA, RCA and IAP and proposed budget is required. Grants with budgeted items that are not aligned to the CNA summary page, root causes, desired outcomes, and SIAP will NOT be funded.

# 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 | School B | School C | School D |
|---|---|---|---|
| • ELL Supplemental Resources<br>• PD on ELL instruction Strategies<br>• Develop MTSS System | • High Quality Feedback to Teachers<br>• Parent Involvement<br>• Develop MTSS System | • Positive School Culture<br>• Update Mission, Vision & Values<br>• Develop MTSS System | • ELL Supplemental Resources<br>• Increase parent communication<br>• 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
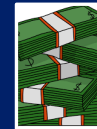
School A
$12,500

For ELL Resources & PD

School B
$0

because feedback requires no money and parent involvement 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

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!**

# Overview of the TSI Grant Application in GME

FFATA & GSA Verification

LEA/Charter Holder Contact Information
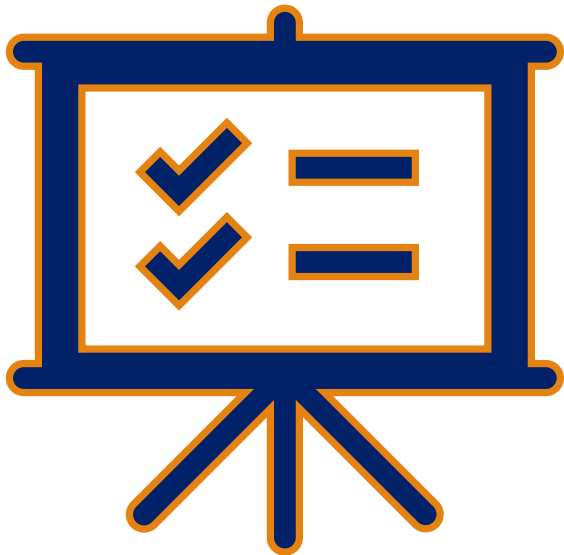
School/Site Contact Information

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 FY24 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, NCES ID#, CTDS#, Entity ID#, 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

# LEA District/Charter Holder Level Related Documents

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

**Charter Holder** _____ **Date** _____

**Signature** _____

**Board President** _____ **Date** _____

**Signature** _____

**Superintendent** _____ **Date** _____

**Signature** _____

| Type | Document Template | Required Documents Document/Link |
|------|------------------|----------------------------------|
| Signature Page [Upload at least 1 document(s)] | Signature Page | Upload signature page. |

# Program Narrative Questions

**USE THE RUBRIC!**

# Narrative Questions

1.  List all identified additional/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.  List all **SMART goals (process and impact)** related to identified subgroup achievement from the SY2022-23 (FY23) IAP with progress monitoring/evaluation data to demonstrate progress towards and/or achievement of your goals. What do the data tell you?

| Goals | Progress Monitoring / Evaluation Name Measures | *Here's what... Actual Data Sets | Met? Yes or No | *So What? | *Now what? |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

# Narrative Questions

3. List the SY2022-23 (FY23) TSI strategies and action steps that will continue to be funded in FY24. Included specific evidence of successful* implementation or progress on the identified strategies and action steps.

| Indicate LEA or School name | Strategy | Action Step | *Evidence of success |
|---|---|---|---|
| | | | |
| | | | |

*How do you know it made a difference in student outcomes?  Data must have been provided in Evaluation Tool submitted previously.  Write NA if you did not have previous TSI grant or if no FY23 funded strategies/actions will continue to be funded in FY24.

4. As a result of analyzing the **new** FY24 CNAs of the school/s, list the **trends across schools** that will be addressed by grant funding. List the specific schools that identified the same needs and root causes, with similar or the same desired outcomes and goals, that you will address as an LEA in the District Level Programs budget.  Write NA if no trends are identified to be funded.

| Trend | School Names | CNA Principle | Primary Need | Root Cause/s | Need Statement | Desired Outcome | Process or impact SMART Goals |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |

# Narrative Questions

**5.** List strategies and actions steps to be funded to address the LEA trends in question #4. Also provide how you will monitor and evaluate these actions. These strategies and action steps should be in the LEA IAP.

| Trend | Strategy | Action Step | Monitoring measures | Evaluation Measures |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |

**6.** Based on the 2023-24 schools' CNAs 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 **unique to individual schools**.  NA if not funding unique needs.

| School | Subgroup | Need | Root cause | Desired outcome | Process Goal | Impact Goal |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

# Narrative Questions

**7.** List strategies and action steps to be funded to address unique school subgroup needs in question #6. Also provide how you will monitor and evaluate these actions. These strategies and action steps should be in the school's IAP.

| School | Subgroup/Need | Strategy | Action Step | Monitoring Measures | Evaluation Measures |
|--------|---------------|----------|-------------|---------------------|---------------------|
|        |               |          |             |                     |                     |
|        |               |          |             |                     |                     |

# Narrative Questions

**8.** 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) |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

# Narrative Questions

**9.** 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 | Measures of success (How will you know the accountability strategies are working) |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

# Narrative Questions

**10.** Proposed budget with required detailed narrative in GME is directly and tightly aligned to the CNA, RCA, and IAP.

➤ 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 directly aligned to the CNA summary page and RCA.

➤ Proposed expenditures have adequate narrative details.

➤ Proposed expenditures are in correct function and object codes.

➤ Math is correct.

# LEA Budget Based on School Allocation(s)

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

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.

**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**

# Budget Reminders

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

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)**

# Budget Reminders

For FY24 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 |

# 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 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.

# 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.*

Amounts for general items or placeholders TBD will not be allowed

# Budget Reminders

## 6100  Salaries

| Function Code 1000 (direct contact with students) |
| --- |
| *Board adopted hourly rate* |

Detail needed:  # of staff x # of hours x hourly rate = 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***

| Function Code 2100, 2200, 2600, 2700 (staff) |
| --- |
| *Board adopted hourly rate* |

Detail needed:  # of staff x # of hours x hourly rate = total
What is the pay for? (example:off contract committee work to research math curriculum)
Position (example: data coach)
***Job description required for positions***

## 6300  Purchased Professional Services

| Function code 2100, 2200, 2600, 2700 (staff) |
| --- |
| *TBD based on provider services or conference fees* |

Educational Service Provider (external provider)
    Detail needed: Who? What? When? For whom?
    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?
    How much?  # of days x daily rate =
Conference registration
    Detail needed: Conference name, location? length? Who is attending?
    Registration cost x # of staff =

# Related Documents School/Site Level

Required
- Evidence Based Summary Form

Required – if applicable
- Scope of Work
- Quote
- Professional Development services

Optional
- Graphs, tables and charts necessary for a complete application, as needed

**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 Summary Form

## LEA Grade

☐ Preschool

☐ Elementary

☐ Middle School

☐ High School

## LEA Community

☐ Urban

☐ Rural

☐ Suburban

**REQUIRED**

## Research

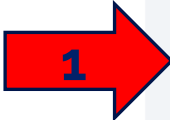| Grade Level | Community | ESSA Tier |
|---|---|---|
| ☐ Preschool | ☐ Urban | ☐ Strong |
| ☐ Elementary | ☐ Rural | ☐ Moderate |
| ☐ Middle School | ☐ Suburban | ☐ Promising |
| ☐ High School | | |

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

**Search Evidence-Based Resources Database**  ⬅ **2**

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

➡ **1** Evidence-Based Practices

Strengths-Based Leadership

School Improvement Guidance

LEA Contact Form

School Contact Form

| | Program/Intervention | Topic |
|---|---|---|
| 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 | ⊕

**3**

## Evidence Based Summary Form

**Evidence Based Summary Form**

**Describe Program**

**Refer to Evidence-Based Resources Database**

### Evidence Based Summary Form

| LEA Grade | LEA Community |
|---|---|
| ☐Preschool | ☐Urban |
| **X** Elementary | ☐Rural |
| ☐Middle School | **X** Suburban |
| ☐High School | |

### Research

| Grade Level | Community | ESSA Tier |
|---|---|---|
| ☐Preschool | ☐Urban | ☐Strong |
| **X** Elementary | ☐Rural | ☐Moderate |
| **X** Middle School | ☐Suburban | **X** Promising |
| **X** 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**

#1 → **Evidence-Based Practices**

**Strengths-Based Leadership**

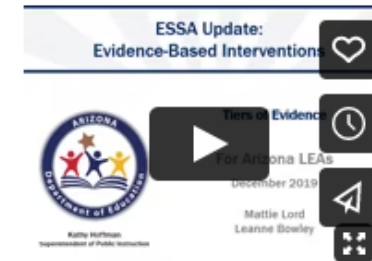**School Improvement Guidance**

**LEA Contact Form**

**School Contact Form**

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

- Evidence Based Summary Form
- Evidence Review and Effective Practices Briefs     #2
- 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

ESSA Update:
Evidence-Based Interventions

Tiers of Evidence
For Arizona LEAs
December 2019

Mattie Lord
Leanne Bowley

Kathy Hoffman
Superintendent of Public Instruction

## Evidence Based Summary Form

**Describe Practice**

**Refer to Evidence Review and Effective Practices Briefs document**

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# Evidence Based Summary Form

LEA Grade | LEA Community
--- | ---
☐ Preschool | ☐ Urban
☐ Elementary | ☐ Rural
☐ Middle School | X Suburban
X High School |

### Research

| Grade Level | Community | ESSA Tier |
| --- | --- | --- |
| ☐ Preschool | ☐ Urban | X Strong |
| ☐ Elementary | ☐ Rural | ☐ Moderate |
| ☐ Middle School | ☐ Suburban | ☐ Promising |
| ☐ 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.

## Evidence Based Summary Form

## Describe Strategy

## Research Abstract

**Evidence Based Summary Form**

| LEA Grade | LEA Community |
|---|---|
| ☐ Preschool | ☐ Urban |
| ☐ Elementary | ☐ Rural |
| ☐ Middle School | **X** Suburban |
| **X** High School | |

### Research

| Grade Level | Community | ESSA Tier |
|---|---|---|
| ☐ Preschool | ☐ Urban | **X** Strong |
| ☐ Elementary | ☐ Rural | ☐ Moderate |
| ☐ Middle School | ☐ Suburban | ☐ Promising |
| **X** 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.evidenceforessa.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

Additional resources available:
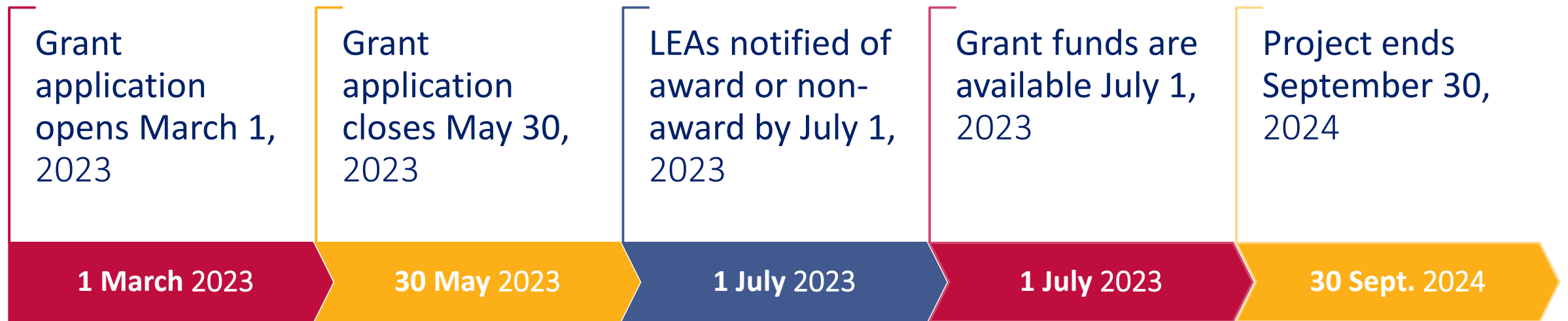
https://www.azed.gov/improvement/evidence-based-practices

# 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

✓Ensure the proposed budget includes only approvable expenditures for planning

✓Reach out to your program specialist for feedback

# Timeline

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Grant funds are available July 1, 2023

Project ends September 30, 2024

| 1 March 2023 | 30 May 2023 | 1 July 2023 | 1 July 2023 | 30 Sept. 2024 |

**Devon Isherwood (Deputy Associate Superintendent)**
**602-364-0379**
**Christina Aldrich (Director)**
**602-364-2202**
**Russel Potter (Data Specialist)**
**602-542-3281**

## Education Program Specialists

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TBD  602-542-8788

**Email: firstname.lastname@azed.gov**

# Thank you

Visit [www.azed.gov/improvement](http://www.azed.gov/improvement) for all grant resources, guidance documents, webinars, and training modules.

If you have any questions, feel free to message [SchoolImprovementInbox@azed.gov](mailto:SchoolImprovementInbox@azed.gov) or contact your assigned program specialist for support.