



ARIZONA DEPARTMENT OF
EDUCATION

Systemic School Improvement Grant

FY25



Systemic School Improvement Grant Purpose

To provide funding to LEAs with CSI and/or aTSI/TSI Schools for participation in an approved systemic improvement program, and any related costs, including but not limited to the Project Momentum Framework





Build Strong Foundations for Success

Participating schools receive the following supports to help construct the “how” part of the work through ongoing collaborative effort:

- **Additional Time for Teachers** – Compensation for planning and strategy development
- **Professional Development** – Training to help implement each step in the collaborative work cycle
- **Expert Guidance** – Support from an experienced principal partner
- **District Coach** – Help with project oversight and strategic planning to ensure alignment and cohesiveness
- **Data Support** – Access to a data specialist to assist with data analysis, progress monitoring and systems integration
- **Improvement Consortium** – Participation in the ADE School Improvement Consortium to benchmark practices with other successful participating districts and schools



Develop Effective Teacher Teams

Collaborative teams use the district’s planning and pacing guides regularly to focus their work on the instructional cycle.

- What do we want students to know, be able to do and understand?
- What evidence do we use to determine that students have learned the required content?
- What instructional strategies produce our best results?
- What actions do we take if students have not learned it?
- What actions do we take if students have already learned it?
- What do we do to improve, catalogue and share our work?

Systems of Support

Collaborative teams implement research-based protocols to meet the individual academic, behavior and social-emotional needs of all students by focusing on:

- Culture of collective responsibility
- Core instruction with differentiation in practice based on student readiness and need
- Continual monitoring of student progress
- Data informed decision making
- Evidence-based intervention
- Family, school and community partnerships



Deliver High Quality Tier 1 Instruction

Teachers deploy sound Tier 1 instruction that aligns within a proven lesson structure and integrates state standards at the intended rigor level.

- **Concept Based Curriculum** – Development of understandings, knowledge, and skills that can be applied across subject areas and in real life settings
- **Learner-Centered Environment** – Culturally responsive learning environments that honor student goals, strengths, needs, interests, and learning styles
- **Meaningful Learning Experiences** – Inquiry-based learning opportunities that foster curiosity and develop communication and collaboration skills
- **Purposeful Assessment** – Student demonstration of knowledge and skills in a variety of ways, including performance-tasks, projects, and portfolios

Goal



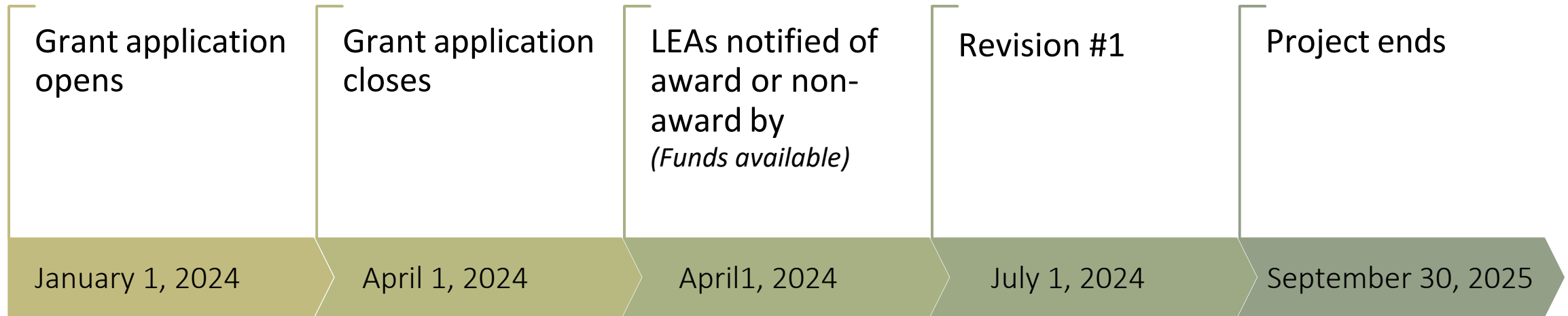
All participating schools will increase student achievement in **Language Arts** and **mathematics** at a rate higher than that of the state.





LEAs with schools identified as Comprehensive Support and Improvement Schools (CSI) for low achievement or low graduation rate and/or Targeted Support and Improvement Schools (aTSI/TSI).

Timeline





- Fidelity to selected program
 - *Additional/multiple vendors must be aligned and complimentary to the primary target for school improvement and approved by ADE director.*
- Completion of implementation requirements (i.e., Strategic Plan, etc.)
- Participation of the LEA and school leadership in the implementation, monitoring, and evaluation of selected program
- Planning for sustainability of results



Complete All Sections in GME

FFATA and GSA Verification



Be sure to submit your FY25
General Statement of Assurance
in GME

Ensure your SAM.gov
information is up to date.



Contact Information

- LEA/Charter Holder Name
- Board President
- Superintendent
- Federal Programs Director or Grant Writer
- School Name(s)
- Principal(s)

General Grant Assurances in GME

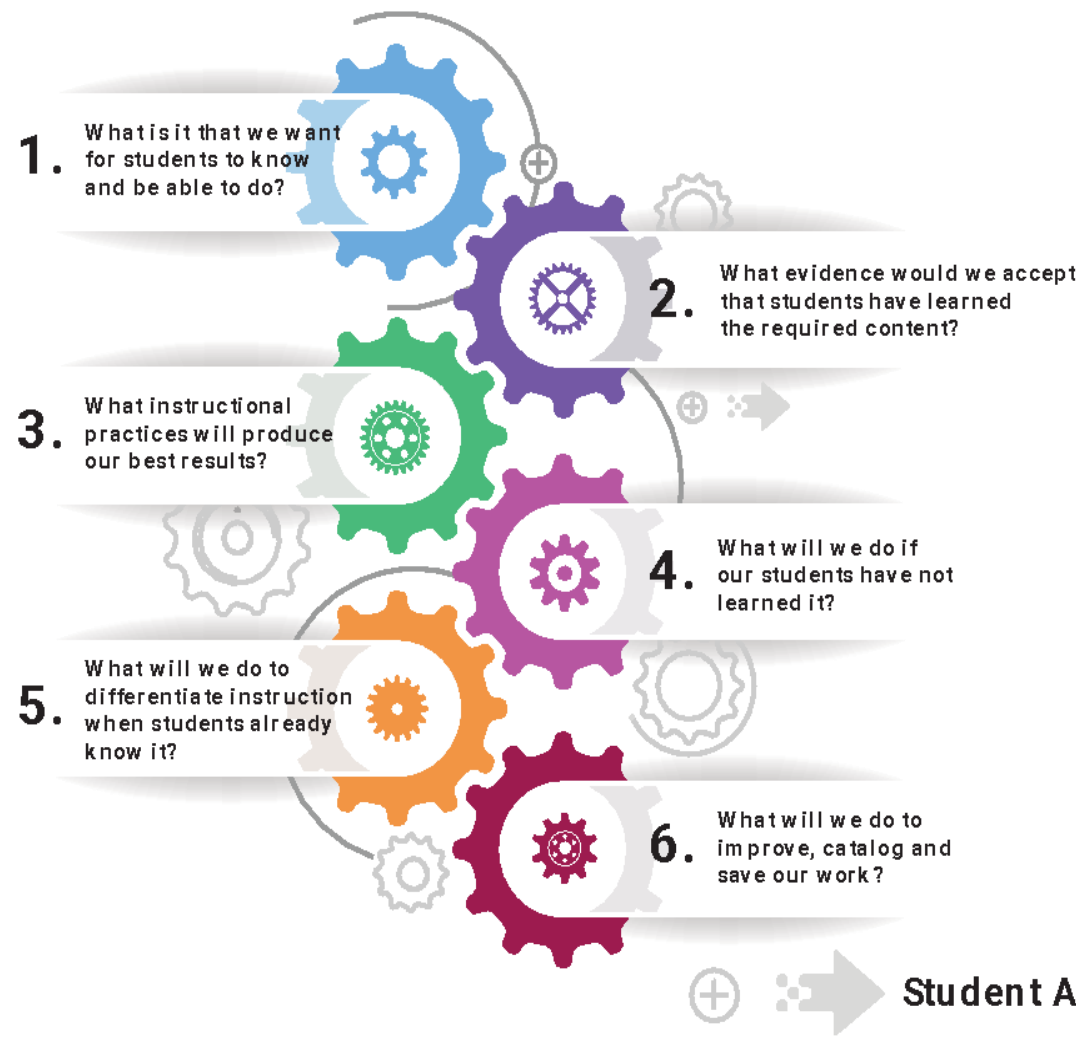
- Commitment of fidelity to selected program**
- Completion of all program requirements i.e., Strategic Plan, etc.**
- Participation of LEA and school level leadership in all facets of the process**
- Planning for sustainability of results**
- Commitment to approval of any outside vendor by ADE Director**
- Submission of timely reimbursement requests**



Project Momentum Grant Assurances (Print & sign, then upload to related documents)

Project Momentum Arizona Grant Assurances Overview		
#	Requirements Name	Basic Assurance Requirements
1	General Federal and State Requirements	The local education agency (LEA) will comply with all applicable federal and state laws, regulations, executive orders, policies, guidelines, and requirements as they relate to the application, acceptance, and use of funds for the project.
2	Responsibility and Authority of the Sponsor	The LEA has the legal authority to apply for the grant, and to finance and carry out the proposed project; that a resolution, motion, or similar action has been duly adopted or passed as an official act of the applicant's governing body authorizing the filing of the application and compliance with Grant Assurances.
3	Statement of Purpose	The LEA will align the operational practices of the school system with the Project Momentum Framework and the associated evidenced-based instructional strategies shown to have the highest impact in terms of increasing and sustaining quality outcomes for all Arizona students. See the Project Momentum Arizona Framework here. Such improvement efforts require change. The LEA agrees to engage these actions in good faith to advance student achievement.
4	Measurement	The LEA will include advancing student outcomes on state and federally mandated assessments in English Language Arts and mathematics as part of its operational goals. The success criteria for the project requires participating schools to demonstrate student performance growth in these tested areas at a rate greater than that of the state. The results will be used to benchmark successful schools and share effective strategies.
5	Mission, Vision, and Core Beliefs	The LEA will work to ensure that its strategic planning and direction align with the purpose and tenets of the project. Clarity around shared expectations and actions allows for cohesive leadership in pursuit of achieving project goals.
6	System Leadership	LEA leaders commit to making effective project implementation a top priority. The LEA superintendent will adhere to all project requirements including systemic planning, implementation, monitoring, and evaluation. LEA leaders, including the superintendent, agree to actively engage in project training and regularly conduct short-cycle classroom observations to provide constructive feedback aligned with achieving project goals.
7	Fidelity of Implementation	The LEA commits to engage systemic implementation of the school improvement actions required to improve student achievement. These actions include a thorough root-cause analysis to determine primary needs, development of plans aligned with the project model to address identified needs and the ongoing collection of evidence needed to act in accomplishing project goals. The LEA will deploy an effective standards-based curriculum and a balanced assessment system including common interim/benchmark assessments. The LEA will work to ensure that operations are well-understood by instructional staff and that practices are realistic and manageable. If the LEA chooses an external educational service provider to work in conjunction with the actions required by the project, the LEA representative will provide ADE with a full description of the services to be provided, clear rationale for implementation and an evidenced-based evaluation of the intended services. The integration of these services should be fully addressed within the required Quarterly Report. ADE reserves the right to examine the impact of service integration and withdraw grant participation if it determines that a conflict exists with project requirements.
#	Requirements Name	Basic Assurance Requirements
8	Collaborative Culture	The LEA will develop or adjust structures and schedules for shared collaborative time dedicated to advancing the Project Momentum Framework within the contracted school day or weekly calendar to support the effective operations of departmental and/or grade-level teams. Such operations should be clearly observable as part of the LEA master schedule.
9	Creating a Guiding Coalition of Leaders	The LEA will identify key teacher leaders and administrators to serve as a guiding coalition to advance the work of the project. Such work may include strategic planning, training, team collaboration, development of instructional resources and delivery of intervention support to help close gaps in student learning. Grant funds may be used to compensate staff at a fair market rate for project work completed outside of the existing contract. Grant funds for this purpose will be outlined in the district project budget, and expenditures may not exceed the total annual allotment.
10	Expert Guidance and Oversight	The LEA will engage assigned, experienced support consultants to serve as a district coach and a principal partner for each participating school. All district coaches and principal partners will have met the criteria established by the Arizona Department of Education and successfully completed the ADE training for their roles. Grant funds will be used to compensate staff at a fair market rate for helping to guide project work. Grant funds for this purpose will be outlined in the district project budget, and expenditures may not exceed the total annual allotment.
11	Planning and Reporting	The LEA shall develop an action plan for Project Momentum implementation using the required reporting template. LEA progress will be updated quarterly in accordance with the dates specified in the guiding grant agreement. Quarterly Reports will include implementations goals for each participating school developed collaboratively with the principal and principal partner. In addition, a summary of school and district actions will be completed collaboratively with the district coach and LEA superintendent, or designee.
12	Meeting Cycle and Schedule	The LEA will engage in the project to include a recurring series of action meetings. Participating principals will engage in a virtual meeting with their principal partner at least twice monthly and in person during six site visit days during the school year. The LEA superintendent or designee will engage virtually with the district coach at least once monthly, or as needed, and in person during at least one site visit. Meeting activities will include developing an operational plan for the project, establishing a professional development plan aligned with district priorities and the <i>Project Momentum Arizona Framework</i> , completing the required <i>Quarterly Report</i> and providing oversight to participating school(s) as they engage the work.
13	Data Collection	To measure the effectiveness of the project, the LEA will collect data on student achievement and make this information available in aggregate to ADE. Data will be reported, as appropriate, within the required Quarterly Report. The data will be used to target and provide support where needed to close gaps in student learning. The LEA may elect to engage assistance from the project data specialist to help meet these requirements. The data support specialist will have met the criteria established by the Arizona Department of Education and successfully completed the ADE training for this role. Grant funds may be used to compensate the data specialist at a fair market rate for helping to guide project work. Grant funds for this purpose will be outlined in the LEA project budget, and expenditures may not exceed the total annual allotment.
#	Requirements Name	Basic Assurance Requirements
14	Process and Product Sharing	The LEA agrees to share the process protocols and products of its project work to help advance the effectiveness of other schools in improving outcomes for all students. If requested by the Arizona Department of Education, the district will help catalogue these resources in an online repository in accordance with the procedures established by ADE.
15	Accounting System, Audit, and Record Keeping Requirements	The LEA shall keep all project accounts and records which fully disclose the amount and disposition by the recipient of the proceeds of the grant, the total cost of the project in connection with which the grant is given or used, any other financial records pertinent to the project. The LEA shall respond in a timely manner to fulfill all appropriate requests for reimbursement related to project work. The accounts and records shall be kept in accordance with an accounting system that would help facilitate an effective audit, if required.





Initial Grant Application:

1. Why did you choose this program? What impact do you anticipate on student achievement?

Revision #1 *(3 months after start date)*

2. Which GEARS will be the focus of the work?
3. What are the specific goals for ELA and Math?

Revision #2 *(1 year after start date)*

4. What have you accomplished in year 1?
 5. What are your goals for next year?
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Required Related Documents

- Signature Page
- Budget
- *At Revision #1 (July 1)*
 - Scope of Work
 - Strategic Plan/Playbook
 - Professional Development Plan
 - Quarterly Reports

Signature page - *Signatures below denote commitment to fidelity of implementation, monitoring, and evaluation of systemic school improvement program.*



Board President or Charter Holder

Signature

Date

Superintendent

Signature

Date

Principal

Signature

Date



Proposed Budget

Proposed expenditures are in correct function and object codes.

(i.e., 6100 salaries, 6200 benefits, 6300 Purchased Professional Services)



Allowable Expenditures



- Cost of approved program
 - Related travel
 - Substitute teachers
 - Off-contract teacher pay
 - Mentors/Coaches
 - Professional development

**Additional related costs must be reviewed by program specialist.*

For more information and resources regarding
School Improvement, please visit:

<http://www.azed.gov/Improvement>