

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b> Maine Department of Education	<b>Applicant's Mailing Address:</b> 23 State House Station Augusta, Maine 04333
<b>State Contact for the School Improvement Grant</b>  Name: Rachelle Tome  Position and Office: Chief Academic Officer  Contact's Mailing Address: 23 State House Station Augusta, ME 04333  Telephone: 207-624-6708  Fax: 207-624-6706  Email address: rachelle.tome@maine.gov	
<b>Chief State School Officer (Printed Name):</b> Stephen Bowen 	<b>Telephone:</b> 207-624-6620
<b>Signature of the Chief State School Officer:</b>  X	<b>Date:</b> 3/29/13
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	



Paul R. LePage  
GOVERNOR

STATE OF MAINE  
DEPARTMENT OF EDUCATION  
23 STATE HOUSE STATION  
AUGUSTA, MAINE  
04333-0023

Stephen L. Bowen  
COMMISSIONER

March 29, 2013

Deborah Delisle, Assistant Secretary  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Assistant Secretary Delisle:

I am writing on behalf of Maine to request a waiver of the requirement in Section 421(b) of the General Provisions Act (20 U.S.C. § 1225 (b)) to extend the availability of FY12 School Improvement Grant funds, with FY12 funds available for the SEA and all of its LEAs until September 30, 2016. The state fully funded all approvable applications in cohort two using FY10 and FY11 allocations. The State intends to utilize FY12 funds to support a third cohort of schools beginning in the 2013-14 school year and believes that the requested waiver and extension of time for FY12 funds will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I and Tier III schools.

Prior to submitting this waiver request, the Maine Department of Education provided all LEAs in the State with notice of this waiver request and a reasonable opportunity to provide comment. Maine provided such notice by posting the notice on the Maine DOE website for the public and sending a notice to each LEA via email (copies attached). We also provided notice to the Maine Committee of Practitioners during our January meeting. The Maine Department of Education accepted comments on this request through March 22, 2013. No comments were received.

Please feel free to contact Rachelle Tome by phone at 207-624-6708 or by email at [rachelle.tome@maine.gov](mailto:rachelle.tome@maine.gov) if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Stephen L. Bowen  
Commissioner of Education

# **School Improvement Grants Application for FY 2012 New Awards Competition**

## **Section 1003(g) of the Elementary and Secondary Education Act**

Fiscal Year 2012

CFDA Number: 84.377A

---

**State Name: Maine**



U.S. Department of Education  
Washington, D.C. 20202

OMB Number:  
Expiration Date:

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Priority" or "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Priority or Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

States that have received approval of their ESEA flexibility request will not be required to maintain a separate list of Tier I and Tier II schools. Under this flexibility, an LEA is eligible to apply for SIG funds to implement one of the four school intervention models defined in the SIG final requirements in a priority school even if that school is not in improvement and thus the LEA would not otherwise be eligible to receive SIG funds for the school. An SEA approved to implement this flexibility may award SIG funds above the amount needed for SIG continuation awards to an LEA with Priority schools according to the rules that apply to Tier I and Tier II schools under the SIG final requirements.

### **Availability of Funds**

The Department of Education Appropriations Act, 2012, provided \$535 million for School Improvement Grants in fiscal year (FY) 2012.

FY 2012 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2014.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2012 school improvement funds in proportion to the funds received in FY 2012 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2012 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 and FY 2011 funds not already committed to grants made in earlier competitions. The U.S. Department of Education will not require those SEAs that will use FY 2012 funds solely for continuation awards to submit a SIG application. Rather, such an SEA is required to submit an assurance that it is not making new awards, as defined above, through the separate application titled, “Continuation Awards Only Application for FY 2012 SIG Program”.

An SEA that must submit a FY 2012 application will be required to update its timeline for making awards to LEAs, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools and priority schools.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA’s FY 2012 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2012 application to the following address: [OST.OESE@ED.GOV](mailto:OST.OESE@ED.GOV)

In addition, the SEA must submit a paper copy of the cover page signed by the SEA’s authorized representative to the address listed below under “Paper Submission.”

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before January 18, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: Maine Department of Education	Applicant's Mailing Address: 23 State House Station Augusta, Maine 04333
State Contact for the School Improvement Grant  Name: Rachelle Tome  Position and Office: Chief Academic Officer  Contact's Mailing Address: 23 State House Station Augusta, ME 04333  Telephone: 207-624-6708  Fax: 207-624-6706  Email address: rachelletome@maine.gov	
Chief State School Officer (Printed Name): Stephen Bowen	Telephone: 207-624-6620
Signature of the Chief State School Officer:  X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# FY 2012 NEW AWARDS APPLICATION CHECKLIST

Please use this checklist to indicate the changes the SEA elects to make to its FY 2012 application from its FY 2011 application. An SEA will be required to update Section D (Part 1): Timeline, but will have the option to retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<input type="checkbox"/> SEA elects to keep the same definition of “persistently lowest-achieving schools” (PLA schools) as FY 2011	<input checked="" type="checkbox"/> SEA elects to revise its definition of “persistently lowest-achieving schools” (PLA schools) for FY 2012
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input checked="" type="checkbox"/> SEA must generate new lists <input type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application)
<b>SECTION B: EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION C: CAPACITY</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Revised for FY 2012	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION E: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012
<b>SECTION F: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Consultation with stakeholders provided	
<b>SECTION G: WAIVERS</b>	<input checked="" type="checkbox"/> Same as FY 2011	<input type="checkbox"/> Revised for FY 2012

## PART I: SEA REQUIREMENTS

As part of its FY 2012 application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA will be required to update its timeline, but may retain all other sections from its FY 2011 application, including its lists of Tier I, II, and III schools.

<b>SECTION A: ELIGIBLE SCHOOLS</b>	
<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2011	<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2012  <input type="checkbox"/> SEA is substituting the PLA list with its list of priority schools (please see Waiver 4 in Section G of SEA application)
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <input type="checkbox"/> 1. The SEA elects not to generate new lists of Tier I, Tier II, and Tier III schools. The SEA does not need to submit a new list for the FY 2012 application.  <input type="checkbox"/> 2. SEA elects to generate new lists. Lists submitted below.	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <input checked="" type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.  <input type="checkbox"/> 2. SEA has generated a PLA list in accordance with their ESEA Flexibility request. List submitted below.

**Directions:** An SEA that elects to generate new lists or must generate new lists of Priority or Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools” must attach a table to its SIG application that include its lists of all Priority or Tier I, Tier II, and Tier III schools that are eligible for new awards.<sup>1</sup> An SEA that will not generate new lists of Tier I, Tier II, and Tier III schools does not need to submit a new list for the FY 2012 application.

SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

---

<sup>1</sup> A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2012–2013 school year. New awards may be made with the FY 2012 funds or any remaining FY 2009, FY 2010 or FY 2011 funds not already committed to grants made in earlier competitions.

**SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>2</sup>

**EXAMPLE:**

**SCHOOLS ELIGIBLE FOR FY 2012 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 1	##	TAYLOR MS	##				X		X
LEA 2	##	WASHINGTON ES	##		X				
LEA 2	##	FILLMORE HS	##				X		
LEA 3	##	TYLER HS	##			X		X	
LEA 4	##	VAN BUREN MS	##		X				
LEA 4	##	POLK ES	##				X		

**Directions:** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds (e.g., reallocate to other schools with SIG grants or retain for a future SIG competition).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
none			
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

<sup>2</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**Directions:** In the boxes below, provide updates to any sections, if any, the SEA elects to revise. The only section the SEA will be required to update is *Section D (Part 1): Timeline*. The SEA does not need to resubmit information for any section in which it elects to use the same criteria as its FY 2011 SIG application. See Appendix A for guidelines on the information required for revised sections.

<b>SECTION B: EVALUATION CRITERIA</b>	
<input checked="" type="checkbox"/> SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.	<input type="checkbox"/> SEA has revised the information in this section for FY 2012. Updated information listed below.
N/A	

<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA FOR PRE-IMPLEMENTATION</b>	
<input checked="" type="checkbox"/> SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.	<input type="checkbox"/> SEA has revised the information in this section for FY 2012. Updated information listed below.
N/A	

<b>SECTION C: CAPACITY</b>	
<input checked="" type="checkbox"/> SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.	<input type="checkbox"/> SEA has revised the information in this section for FY 2012. Updated information listed below.
N/A	

<b>SECTION D (PART 1): TIMELINE:</b> An SEA must describe its process and timeline for approving LEA applications.				
<p><b>D1) LEA Application and Grant Approval Timeline:</b></p> <table> <tr> <td>April 17th</td> <td>Conference call with LEAs having eligible schools to review the process</td> </tr> <tr> <td>April 26<sup>th</sup></td> <td>LEA submits intent to apply and request for grant to support proposed planning</td> </tr> </table>	April 17th	Conference call with LEAs having eligible schools to review the process	April 26 <sup>th</sup>	LEA submits intent to apply and request for grant to support proposed planning
April 17th	Conference call with LEAs having eligible schools to review the process			
April 26 <sup>th</sup>	LEA submits intent to apply and request for grant to support proposed planning			

activities (Planning grant is optional and funded with 1003(g) Administrative funds)

April 29 <sup>th</sup> –May 3 <sup>rd</sup>	MDOE review and approval of LEA proposed planning grants
June 7 <sup>th</sup>	Complete LEA application due
June 10 <sup>th</sup> -14 <sup>th</sup>	Application review
June 17 <sup>th</sup>	LEA grants awarded following MDOE approval
Summer 2013	LEA begins pre-implementation activities
Fall 2013	LEA begins full implementation of grant and intervention model

LEA applications submitted by the May 31, 2013 deadline will be evaluated by an MDOE application review committee using the scoring rubric located in Appendix E. This tool was developed to evaluate the completeness of the application and the commitment and capacity of the LEA to implement the selected intervention model.

LEAs must obtain a minimum score of 101 out of 148 possible points to demonstrate the commitment and capacity needed to provide adequate resources and related support to each Tier I, and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected interventions. Applications with “Information not Provided” in any category will not be considered as incomplete and not eligible for available funds.

**SECTION D (PARTS 2-8) DESCRIPTIVE INFORMATION:**

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

N/A

**SECTION E: SEA RESERVATION**

SEA is using the same information in this section as in its FY 2011 application. The SEA does not need to resubmit this section.

SEA has revised the information in this section for FY 2012. Updated information listed below.

N/A

**SECTION F: CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**SECTION G: WAIVERS:** SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

**WAIVERS OF SEA REQUIREMENTS**

**Enter State Name Here** requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Priority or Tier I, Tier II, and Tier III schools.

**Waiver 1: Tier II waiver**

**Note: An SEA that requested and received the Tier II waiver for its FY 2011 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

**Note: An SEA that requested and received the n-size waiver for its FY 2011 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2012 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]**.

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: New list waiver**

Because the State does not elect to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2011 competition.

**Waiver 4: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of Priority schools under ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that, through its request for ESEA flexibility, its priority school definition provides an acceptable alternative methodology for identifying the State's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of PLA schools in the SIG final requirements.

**WAIVERS OF LEA REQUIREMENTS**

**Maine** requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Priority, Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Priority or Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Priority or Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.**

**Schools that started implementation of a turnaround or restart model in the 2010-2011, 2011-2012 or 2012-2013 school years cannot request this waiver to "start over" their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority or Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2013-2014 school year to "start over" in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2013-2014 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2011 competition and wishes to also receive the waiver for the FY 2012 competition must request the waiver again in this application.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Priority, Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Priority or Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the

name and NCES District Identification Number for each LEA implementing a waiver.

**ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

**(Must check if requesting one or more waivers)**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**PART II: LEA APPLICATION**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

**LEA APPLICATION**

SEA is using the same FY 2011 LEA application form for FY 2012.

The SEA does not need to resubmit the LEA application.

SEA has revised its LEA application form for FY 2012.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

**LEA APPLICATION REQUIREMENTS**

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Priority, Tier I, Tier II, or Tier III school the LEA commits to serve and identify the model that the LEA will use in each Priority, Tier I or Tier II school.

SCHOOL NAME	NCES ID #	PRIORITY	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I, Tier II or priority schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Priority or Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Priority or Tier I school, the LEA must explain why it lacks capacity to serve each Priority or Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority or Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Priority or Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority or Tier I and Tier II schools.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority, Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority or Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority or Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority or Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Priority or Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## APPENDIX A

### REQUIRED INFORMATION FOR REVISED SEA APPLICATION SECTIONS

#### **B. EVALUATION CRITERIA:**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Priority or Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority or Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority or Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

**B-1. ADDITIONAL EVALUATION CRITERIA:** In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

- (1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?
- (2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? (*For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.*)

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2012–2013 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. CAPACITY:** The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Priority or Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Priority or Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Priority or Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Priority or Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Priority or Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Priority, Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Priority or Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Priority, Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Priority, Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>3</sup>

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

## E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Priority or Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Priority, Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Priority or Tier I and Tier II school.
- Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION:** The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**Response to Section F SEA Reservation here:**

The MDOE intends to use the SIG Title I, Part A 1003 (g) funds to hire additional staff and Title I school improvement consultants, to act of liaisons from MDOE to the SIG grantees. In keeping with Maine's directed model for school improvement support, these consultants will provide professional development and technical assistance to LEAs and individual schools and will also assist in ongoing data collect and evaluation of grant

activities. These consultants will also assist in the development of coordinated professional development opportunities directed at all participating schools, such as a “transformational Leadership Academy”, incorporating ideas from key leadership researchers, such as Philip Hallinger or Kenneth Leithwood and Doris Janzi. Funds will be used to increase monitoring and technical assistance for participating LEAs and to broaden the school reform perspective and experience level of the MDOE and LEA staff.

MDOE intends to use administrative funds to contract with outside providers, such as the Academic Development Institute, to provide key supports for school administration and staff. This includes the use of INDISTAR, an online performance management tool, to assist with planning and coaching support. Another possible option is to provide leadership training for school teams through a “Leadership Academy”, as well as the implementation of a principals network. Funds will also be used to send school teams to various school improvement/model school conferences in order to broaden their understanding of comprehensive school reform, learn effective strategies to support their local efforts, and provide exposure to key resources, such as the Center for Innovation and Improvement.

The MDOE also plans to provide \$3000 planning grants to each LEA that submits an “Intent to apply” for the SIG grant. The purpose of the grant is to defray costs incurred in the preparation of the grant submission, such as staff and community meetings, data analysis, and additional staff costs for writing and preparing the grant.

## APPENDIX B

	Schools an SEA MUST identify	Newly eligible schools an SEA MAY identify
<b>Priority</b>	Schools that, based on the most recent data available, have been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State.	A school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group; A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or A Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>3</sup>	Title I eligible <sup>4</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>

<sup>3</sup> “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

<sup>4</sup> For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>5</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"><li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li><li>• have not made AYP for two years.</li></ul>
-----------------	--	---

---

<sup>5</sup> Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

## APPENDIX C

### Process to Determine School Eligibility for the School Improvement Grant

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the US Department of Education Guidance for the Title I School Improvement Grant, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2009-10, 2010-11, and 2011-12, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2009-10 to 2010-11, and from 2010-11 to 2011-12. The two rates were then totaled. Schools meeting the criteria set by USED were then reviewed for eligibility. Maine’s Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (USED) on February 22, 2010.

### Tier I Schools

Schools categorized as Tier I must meet one of the following conditions:

- (1) *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools (CIPS) in the state; OR*
- (2) *The school is a high school with a graduation rate less than 60 percent over a number of years; OR*

#### Identification of Tier I Schools (Condition 1)

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I CIP Schools in the state.*
  - Total number of Title I CIP schools in 2012-13 = 112
  - 5% of 112= 6; the guidance requires that a minimum of 5 schools be identified.
  - Rank order the Title I CIP schools from low to high, based on the 3-year average percentage of proficiency.
  - Identify the 6 lowest ranked schools also demonstrating a rate of progress less than 1.31 (State median)
  - Six Tier I eligible schools identified under Condition 1.(see Eligible Schools Table)

#### Identification of Tier I Schools (Condition 2)

- (2) *The school is a high school with a graduation rate less than 60 percent over a number of years.*
  - There are no Maine high schools that meet the criteria.



**Appendix C (cont.):****Tier II Schools**

Schools categorized as Tier II must be Title I-eligible high schools and must meet one of the following conditions:

- (1) *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater; OR*
- (2) *The school has a graduation rate less than 60 percent over a number of years.  
As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).*

**Identification of Tier II Schools (Condition 1)**

- *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater.*
- Rank order all high schools, not currently receiving Title I funds; n=75.
- 5 % of 75 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 1.31 (State median)
- Seven Tier II eligible schools identified under Condition 1.(see Eligible Schools Table)

**Identification of Tier II Schools (Condition 2)**

- (1) *The school has a graduation rate less than 60 percent over a number of years.*
- As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

**TIER III Schools**

Schools categorized as Tier III must meet the following conditions:

- (1) *The school is a Title I CIP School that did not meet the Tier I criteria, OR*

**Identification of Tier III Schools (Condition 1)**

- (1) *The school is a Title I CIP School that did not meet the Tier I criteria.*



## **Maine Department of Education**

*Title I, Part A Section 1003(g) of the*

*Elementary and Secondary Education Act*

## **2013 Maine LEA School Improvement Grant Application**



**Intent to Apply Due: April 19, 2013**

**Full Application Due: May 31, 2013**

*Maine Department of Education  
23 State House Station  
Augusta, Maine 04333  
Attn: Rachelle Tome*



### **Purpose of the Program**

Title I School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements published in the Federal Register in December 2009, school improvement funds are to be focused on each State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring ("Tier I schools") and, at an LEA's option, persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds ("Tier II schools"). An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **State and LEA Allocations**

The Maine Department of Education (MDOE) has applied and been approved to receive a Title I 1003(g) School Improvement Grant (SIG). The MDOE must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The MDOE may retain an amount not to exceed five percent for State administration, evaluation, and technical assistance.

### **Availability of Funds**

FY 2012 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2016. Maine has requested a waiver of the period of availability to permit the LEAs to obligate the funds through September 30, 2016.

### **School Improvement Grant Guidance**

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and have one or more schools that qualify under the MDOE definition of a Tier I, Tier II, or Tier III school;
- serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement

one of the four interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants;

- determine a budget for each Tier I and Tier II school it commits to serve consisting of an amount which is of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA;
- ensure that each Tier I, Tier II, or Tier III schools it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- apply to serve at least one or more Tier I schools located in this district and not apply only for a grant to serve only Tier III schools.
- meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

Additional grant requirements and guidance can be found at the following USED website links:

School Improvement Fund Overview: <http://www2.ed.gov/programs/sif/index.html>

Final Requirements/Guidance and Addendums: <http://www2.ed.gov/programs/sif/faq.html>

USED School Improvement Grant PowerPoint:

<http://www2.ed.gov/programs/sif/applicant.html#ppts>

### **School Improvement Grant LEA Application Process**

The MDOE has developed an LEA application form that will be used to make subgrants of Title I, Part A 1003(g) SIG funds to eligible LEAs. The MDOE LEA SIG application review and approval process will include the following three steps:

#### **Step 1: Application Review:**

An MDOE review team, comprised of MDOE staff and Title I school improvement consultants knowledgeable about school improvement/reform with no conflicts of interest, will review applications submitted by the posted due date (May 31, 2013). The reviewers will read each application and score it independently. Reviewers will use appropriate scoring rubrics (see Maine LEA SIG Application Appendix E page 38-45 to determine both compliance with the Title I 1003(g) SIG guidance, and whether or not sufficient description and evidence has been provided. They will meet and provide additional feedback based on consensus. Application scores and feedback will be provided to the LEA within ten days of the submission.

#### **Step 2: Awarding of Grants:**

Applications will be placed in order of priority based on the USED guidance (including Tier I and Tier II schools receiving priority over Tier III schools) and, if necessary, rank ordered within each tier based on points earned on the submitted application and any clarifying information that may have been provided in step 1. All applications considered for funding must demonstrate consistent strength throughout their entire application and all scoring rubric sections. The review team will recommend

**2013 Maine LEA School Improvement Grant Application**

March 2013

to the Maine Commissioner of Education which LEAs have been approved for funding based on the priority ranking and funds available.

**LEA Application and Grant Approval Timeline:**

**D1) LEA Application and Grant Approval Timeline:**

- April 17th Conference call with LEAs having eligible schools to review the process
- April 26<sup>th</sup> LEA submits intent to apply and request for grant to support proposed planning activities (Planning grant is optional and funded with 1003(g) Administrative funds)
- April 29th –May 3rd MDOE review and approval of LEA proposed planning grants
- June 7<sup>th</sup> Complete LEA application due
- June 10<sup>th</sup>-14<sup>th</sup> Application review
- June 17<sup>th</sup> LEA grants awarded following MDOE approval
- Summer 2013 LEA begins pre-implementation activities
- Fall 2013 LEA begins full implementation of grant and intervention model

**Application Submission Information**

Paperwork Required:

LEAs submitting with Tier I and Tier II schools-

- Submit an intent to apply (page a) and planning grant template (page b) by April 19<sup>th</sup>.
- Submit a complete application electronically to [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov) and one hard copy to the ESEA/NCLB Clearinghouse office (address below) by May 31<sup>st</sup>.

LEAs submitting with Tier III school only-

- Submit an intent to apply (page a) by April 19<sup>th</sup>.
- Submit a complete application electronically to [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov) and one hard copy to the ESEA/NCLB Clearinghouse office (address page 5) by May 31<sup>st</sup>.

Format:

- Use the forms provided in this document to provide requested information.
- Type all information requested (except for signatures), using a font size no smaller than size 10 font.
- Number all pages
- Spell out the name of a selected program or strategy once before using abbreviations or acronyms, to assist reviewers in understanding the plan.

Due Dates:

- Intent to apply/planning grant applications must be received at the MDOE by 4:00 pm no later than April 19, 2013.
- Complete grant applications must be received at the MDOE by 4:00 pm no later than May 31, 2013.

Intent to apply/planning grant and complete applications must be mailed or delivered to:

**ESEA/NCLB Clearinghouse  
Attn: Rachelle Tome  
23 State House Station  
Augusta, ME 04333**

Additionally, electronic copies should be sent to: [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov)

### Eligible LEAs/Schools

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the USED SIG guidance, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2009-10, 2010-11, and 2011-12 with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2009-10 to 2010-11, and from 2010-11 to 2011-12. The two rates were then totaled. All schools in the state were then rank ordered by the rate of progress to determine the state median. Schools meeting the criteria set by USED were then reviewed for eligibility. See *Appendix A* for an overview of the school selection process.

Eligibility for the Title I, Part A 1003(g) School Improvement Grants is not impacted by or does not eliminate eligibility for Title I, Part A 1003(a) CIPS Grants awarded to Maine Title I CIP Schools. The grants described within this document are additional grants awarded through a prescribed application process. If an LEA chooses not to participate in this Title I 1003(g) School Improvement Grant, the decision will not impact their eligibility for regular Title I, Part A 1003(a) CIPS grant funding.

### Required Intervention Models for Tier I and Tier II Schools

Tier I and Tier II schools **must** implement one of the following four models outlined by the USED:

#### 1) Turnaround Model

A turnaround model is one in which an LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students
- Screen all existing staff and rehire no more than 50 percent and select new staff
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or MDOE, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or MDOE to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in the USED SIG guidance);
- Provide appropriate social-emotional and community-oriented services and supports for students.
- Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

## 2) Restart Model

A restart model is one in which an LEA must:

- Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)
- Enroll, within the grades it serves, any former student who wishes to attend the school.

## 3) School Closure Model

School closure model is one in which the LEA must:

- Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

## 4) Transformation Model

A transformation model is inclusive of the following four sections which the LEA must address:

### i) *Develop and increase teacher and school leader effectiveness* section:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use a rigorous, transparent, and equitable evaluation systems for teachers and principals that:
  - Takes into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - Are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure

they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:
  - Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
  - Instituting a system for measuring changes in instructional practices resulting from professional development; or
  - Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

ii) *Comprehensive instructional reform strategies* section:

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- An LEA may also implement comprehensive instructional reform strategies, such as:
  - Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
  - Implementing a schoolwide "response-to-intervention" model;
  - Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
  - Using and integrating technology-based supports and interventions as part of the instructional program; and

In secondary schools—

- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- Improving student transition from middle to high school through summer transition programs or freshman academies;
- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.

*iii) Increasing learning time and creating community-oriented schools section:*

- Establish schedules and strategies that provide increased learning time (as defined in the USED SIG guidance); and
- Provide ongoing mechanisms for family and community engagement.
- An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:
  - Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
  - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
  - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
  - Expanding the school program to offer full-day kindergarten or pre-kindergarten.

*iv) Providing operational flexibility and sustained support section:*

- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- An LEA may also implement other strategies for providing operational flexibility and intensive support, such as:
  - Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
  - Implementing a per-pupil school-based budget formula that is weighted based on student needs.

### **Questions**

Questions may be directed to Rachelle Tome at [rachelle.tome@maine.gov](mailto:rachelle.tome@maine.gov) or 207-624-6705.

**Intent to Apply & Planning Grant Application**

**LEA/District:**

**District Mailing Address:**

<b>Phone:</b>	<b>Fax:</b>	<b>E-Mail:</b>
---------------	-------------	----------------

**Superintendent Name:**

**This document is an official notification that the above LEA/district intends to apply for a Title I 1003(g) School Improvement Grant.**

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

In the grid below list the schools your LEA is committing to serve with a School Improvement Grant.

ELIGIBLE SCHOOL NAME	TIER I	TIER II	TIER III	Planning to Apply

**Name of Title I 1003(g) School Improvement Grant Coordinator (if different from above):**

**Mailing Address (if different from above):**

<b>Work Phone:</b>	<b>Fax:</b>	<b>E-Mail:</b>
--------------------	-------------	----------------

**LEA Improvement Planning Committee Members**

Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)

**Planning funds (\$3,000) are available for any LEA that has at least one Tier I or Tier II eligible school and plans to submit a complete Title I 1003(g) School Improvement Grant application.**

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources

MAINE DEPARTMENT OF EDUCATION



Title I, Part A Section 1003(g) of the Elementary and Secondary Education Act 2013 School Improvement Grant Application

NAME OF UNIT \_\_\_\_\_
City, Town, SAD or CSD
UNIT ADDRESS \_\_\_\_\_
TELEPHONE # \_\_\_\_\_
FAX # \_\_\_\_\_
E-MAIL \_\_\_\_\_

NAME OF APPLICATION
CONTACT PERSON \_\_\_\_\_
SCHOOL/DISTRICT OFFICE \_\_\_\_\_
ADDRESS \_\_\_\_\_
TELEPHONE # \_\_\_\_\_
FAX # \_\_\_\_\_
E-MAIL \_\_\_\_\_

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this plan has been developed by an appropriate planning team and has received support of the school board of the unit named above. I have been authorized, as its representative, to submit this plan.

Signature, Superintendent of Schools

Date

For Information Call:
Title IA Office 624-6705
Contact: Rachelle Tome

Return Original To:
Maine Department of Education
ESEA/ NCLB Clearinghouse
23 State House Station
Augusta, ME 04333-0023
Attn: Rachelle Tome
Email copy to: Janice.bunnell@maine.gov

Intent to Apply Due: April 19, 2013
Full Application Due: May 31, 2013

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>LEA Improvement Planning Committee Members</b>	
<b>Name</b>	<b>Group representing</b> (School staff, district staff, parents, or outside expert/facilitator)

**A. SCHOOLS TO BE SERVED:**

Identify each of the Tier I, Tier II, and Tier III schools this LEA commits to serve with School Improvement Grants and identify the model that will be used in each Tier I and Tier II school.

<b>SCHOOL NAME</b>	<b>NCES ID #</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>INTERVENTION (TIER I AND II ONLY)</b>			
					<b>turnaround</b>	<b>restart</b>	<b>closure</b>	<b>transformation</b>

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

**Complete each sections B-C for each Tier I, II, or III schools to be served.**

<b>SCHOOL NAME:</b>							
<b>B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT</b>							
<b>SCHOOL NAME:</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>INTERVENTION (TIER I AND II ONLY)</b>			
				<b>turnaround</b>	<b>restart</b>	<b>closure</b>	<b>transformation</b>
<p><b>Section B1.1-For each school to be served with 1003 (g) School Improvement Funds, clearly describe in narrative form:</b></p> <p><b>a) The analysis of needs for this school, including information from the following areas;</b></p> <ul style="list-style-type: none"> <li>• student achievement</li> <li>• curriculum and instruction</li> <li>• professional development</li> <li>• family and community involvement</li> <li>• school context and organization</li> </ul> <p><b>b) The rationale for the specific intervention selected;</b></p>							

**LEA NARRATIVE:**

<b>SCHOOL NAME:</b>	
<b>Section B1.2- Capacity</b>	
<p><b>Describe evidence to substantiate the LEA’s capacity to provide adequate resources and related support to each Tier I and Tier II in order to fully and effectively implement the required activities of the school intervention model it has selected. For any eligible Tier I school the LEA has elected to NOT include in its application, please complete Section C.</b></p>	
<b>Evidence should address the following:</b>	

## 2013 Maine LEA School Improvement Grant Application

April 2013

- Commitment of key stakeholders groups, including the school board, to eliminate barriers and change policies and practices that will support the intervention models;
- Support from the school community and teachers' union in regards to staffing and teacher and administrator evaluation requirements outlined in the intervention models;
- Ability and process to recruit new principals that can effectively implement the turnaround or transformation model, when applicable;
- The ability to implement the basic elements of the chosen intervention model by the beginning of the 2011-2012 school year;
- History of capacity to implement school improvement plans; and
- An identified LEA SIG Coordinator who will work the MDOE and the assigned Title I school improvement consultant and will participate in technical assistance opportunities provided by MDOE for SIG applicants and approved LEAs.

This evidence must demonstrate that the LEA has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions, parents, students, and community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. Examples of stakeholder support may include narrative descriptions of meeting notes, surveys or other documentation.

### LEA CAPACITY:

#### SCHOOL NAME:

#### Section B2- Lack of Capacity(If applicable)

For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA's decision that it lacks the capacity

to serve such school(s). Evidence should address the following:

- Commitment of key stakeholders groups, including the school board, to eliminate barriers and change policies and practices that will support the intervention models;
- Support from the school community and teachers' union in regards to staffing and teacher and administrator evaluation

## 2013 Maine LEA School Improvement Grant Application

April 2013

requirements outlined in the intervention models;

- Ability and process to recruit new principals that can effectively implement the turnaround or transformation model, when applicable;
- The ability to implement the basic elements of the chosen intervention model by the beginning of the 2011-2012 school year;
- History of capacity to implement school improvement plans; and
- An identified LEA SIG Coordinator who will work the MDOE and the assigned Title I school improvement consultant and will participate in technical assistance opportunities provided by MDOE for SIG applicants and approved LEAs.

### LEA LACK OF CAPACITY (If Applicable)

#### SCHOOL NAME:

Section B2- For each school the LEA is committed to serve, a provide a brief (no more than one page) summary was provided that describes actions the LEA has taken, or will take, to—

2.1 Design and implement interventions consistent with the final requirements. Include detail for the following:

- a) The process the LEA will use to recruit a new principal for the purpose of effective implementation of the turnaround;

2.2 Recruit, screen, and select external providers, if applicable, to ensure their quality. Include detail for the following

2.3 Align other resources with the interventions, including federal, state, and local funding;

2.4 Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

Include detail for the following:

- a) The commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models; and

2.5 Sustain the reforms after the funding period ends. Include detail for the following:

- a) Actions that support the modification of policies or practices that will enable full and effective implementation of selected intervention models.
- b) Commitment to align budgets toward efforts that are sustainable and willingness to allow MDOE to re-evaluate budgets throughout the grant period.
- c) Extent to which professional development is ongoing and job-embedded.
- d) Alignment of other resources, people, time and funding, to support the reform effort.

**2013 Maine LEA School Improvement Grant Application**  
April 2013

**LEA NARRATIVE**

**2013 Maine LEA School Improvement Grant Application**  
April 2013

**SCHOOL NAME:**

**Section B4- Timeline**

**For Tier I and Tier II schools, provide a timeline delineating the steps the LEA will take to implement the selected intervention.**

**IMPLEMENTATION TIMELINE**

**SCHOOL NAME:**

**B5 Annual goals**

**Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that the LEA has established in order to monitor Tier I and Tier II schools receiving school improvement funds.**

**ANNUAL GOALS**

**SCHOOL NAME:**

**B6 Tier III Services**

**For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).**

**TIER III SERVICES:**

**2013 Maine LEA School Improvement Grant Application**  
April 2013

<b>SCHOOL NAME:</b>
<b>B7 Tier III Accountability</b> For each Tier III school the LEA commits to serve, the LEA will describe the goals established to hold Tier III schools accountable.

**Tier III ACCOUNTABILITY**

<b>SCHOOL NAME:</b>
<b>Section B8- Consultation with Stakeholders</b> Describe how the LEA will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

**CONSULTATION WITH STAKEHOLDERS:**

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>Title I 1003(g) School Improvement Grant Action Plan</b> <i>(Please complete one per school)</i>						
<p align="center"><b>School Name:</b></p>						
<b>Goal</b>						
<b>Strategy</b>	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model _____ (if not choosing one of the four US ED models)					
<b>Proposed Pre-implementation Activities for Summer 2013</b>  <i>Describe the activities to be implemented prior to the start of school in 2013, designed to support full implementation of the selected intervention model in Fall 2013.</i>  <i>(Add rows as needed.)</i>	<b>Resources</b>  <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b>  <i>When will this activity begin and end?</i>	<b>Oversight</b>  <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b>  <i>What evidence will be collected to document implementation?</i>  <i>How often and by whom?</i>	<b>Monitoring (Effectiveness)</b>  <i>What evidence will be collected to assess effectiveness?</i>  <i>How often and by whom?</i>	<b>Title I School Improvement Funds</b>  <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>Proposed Activities for 2013-2016</b>  <i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b>  <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b>  <i>When will this activity begin and end?</i>	<b>Oversight</b>  <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b>  <i>What evidence will be collected to document implementation?  How often and by whom?</i>	<b>Monitoring (Effectiveness)</b>  <i>What evidence will be collected to assess effectiveness?  How often and by whom?</i>	<b>Title I School Improvement Funds</b>  <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>

**SCHOOL NAME:**

**C. BUDGET INFORMATION**

**Provide a budget that indicates the amount of school improvement funds the LEA will use each year to—**

- 1 Implement the selected model in each Tier I and Tier II school it commits to serve;**
- 2 Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II school; and**
- 3 Support school improvement activities, at the school or LEA level, for each identified Tier III school.**

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

Note: The LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. According to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year. Also, pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget, including any pre-implementation activities, may not exceed \$2,000,000.

**Complete the Overview Budget grid below, providing LEA and school level budget information:**

School Name	Year 1 Pre-implementation Budget	Year I Budget	Year 2 Budget	Year 3 Budget	School Budget Total
<b>Total LEA Yearly Budgets</b>					

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

**SCHOOL BUDGET SECTION**  
**THREE YEAR SCHOOL BUDGET PLAN 2013-2016**

<b>SCHOOL NAME:</b> <i>(Complete one per school)</i>	<b>TIER I      TIER II      TIER III</b> <i>(Circle tier applicable to this school)</i>					
<b>Account Category</b>  Please note: Pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.	<b>Year 1 General Budget Description</b>  Includes pre-implementation costs	<b>Year 2 General Budget Description</b>	<b>Year 3 General Budget Description</b>	<b>Year 1 Costs</b>	<b>Year 2 Costs</b>	<b>Year 3 Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>						

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>						
<b>Indirect Costs</b>						
<b>Total</b>						

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVES**

*Use this form to provide sufficient detail regarding proposed expenditure for each year of the 2011-2014 project periods. One template should be created for each year. Pre-implementation costs are detailed separately. Complete all appropriate justification forms (Appendix C and D)*

<b>ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR: 2013-2014 <u>Pre-Implementation costs (Must be included in total costs for Year 1)</u></b>		
<b>SCHOOL NAME:</b> <i>(Complete one per school)</i>	<b>TIER I</b>	<b>TIER II</b>
		<b>TIER III</b> <i>(Circle tier applicable to this school)</i>
<b>INTERVENTION MODEL:</b> <i>(Circle tier applicable to this school)</i>	<b>Transformation</b>	<b>Turnaround</b>
		<b>Restart</b>
		<b>Closure</b>
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>		
<b>Indirect Costs</b>		
<b>Total</b>		

<b>ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR: 2013-2014    2014-2015    2015-2016    (Circle Appropriate year)</b>		
Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>SCHOOL NAME:</b> <i>(Complete one per school)</i>	<b>TIER I</b>	<b>TIER II</b>
	<b>TIER III</b> <i>(Circle tier applicable to this school)</i>	
<b>INTERVENTION MODEL:</b> <i>(Circle tier applicable to this school)</i>	<b>Transformation</b>	<b>Turnaround</b>
	<b>Restart</b>	<b>Closure</b>
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		

**2013 Maine LEA School Improvement Grant Application**  
**April 2013**

<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>		
<p><b>Professional Development Activities</b>  <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p><b>Travel</b>  <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p><b>Administration</b>  <i>Include other costs associated with supporting plan implementation.</i></p>		
<p><b>Indirect Costs</b></p>		
<p><b>Total</b></p>		

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

**LEA BUDGET SECTION**  
**THREE YEAR LEA BUDGET PLAN 2013-2016 (Tier I and Tier II schools only)**

<b>LEA NAME:</b>						
<b>Account Category</b>	<b>Year 1 General Budget Description</b>	<b>Year 2 General Budget Description</b>	<b>Year 3 General Budget Description</b>	<b>Year 1 Costs</b>	<b>Year 2 Costs</b>	<b>Year 3 Costs</b>
Please note: Pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.	<b>Includes pre-implementation costs</b>					
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>						

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>						
<b>Indirect Costs</b>						
<b>Total</b>						

**ONE YEAR DETAILED LEA BUDGET NARRATIVES (Tier I and Tier II Schools Only)**

*Use this form to provide sufficient detail regarding proposed expenditure for each year of the 2011-2014 project periods. One template should be created for each year. Pre-implementation costs are detailed separately. Complete all appropriate justification forms (Appendix C and D)*

<p align="center"><b>ONE YEAR DETAILED LEA BUDGET NARRATIVE (Tier I and Tier II Schools Only)</b>  <b>SCHOOL YEAR: 2013-2014 <u>Pre-implementation costs</u></b></p> <p align="center">Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.</p> <p align="center"><b>LEA NAME:</b></p>		
Account Category	Budget Detail	
	Narrative	Total Costs
<p><b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>		
<p><b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p><b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		

**2013 Maine LEA School Improvement Grant Application**  
**April 2013**

<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>		
<b>Indirect Costs</b>		
<b>Total</b>		

<b>ONE YEAR DETAILED LEA BUDGET NARRATIVE (Tier I and Tier II Schools Only)</b>		
<b>SCHOOL YEAR: 2013-2014    2014-2015    2015-2016    (Circle Appropriate year)</b>		
Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>LEA NAME:</b>		
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		

**2013 Maine LEA School Improvement Grant Application**  
**April 2013**

<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>		
<p><b>Professional Development Activities</b>  <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p><b>Travel</b>  <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p><b>Administration</b>  <i>Include other costs associated with supporting plan implementation.</i></p>		
<p><b>Indirect Costs</b></p>		
<p><b>Total</b></p>		

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

**THREE YEAR LEA BUDGET PLAN (Tier III schools only)**

<b>LEA NAME:</b>						
<b>Account Category</b>	<b>Year 1 General Budget Description</b>	<b>Year 2 General Budget Description</b>	<b>Year 3 General Budget Description</b>	<b>Year 1 Costs</b>	<b>Year 2 Costs</b>	<b>Year 3 Costs</b>
Please note: Pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.	<b>Includes pre-implementation costs</b>					
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>						

**2013 Maine LEA School Improvement Grant Application**  
April 2013

<b>Indirect Costs</b>						
<b>Total</b>						

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

**ONE YEAR DETAILED LEA BUDGET NARRATIVES (Tier III Schools Only)**

**SCHOOL YEAR: 2013-2014    2014-2015    2015-2016    (Circle Appropriate year)**

Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.

**LEA NAME:**

<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>		
<b>Indirect Costs</b>		

**2013 Maine LEA School Improvement Grant Application**  
 April 2013

<b>Total</b>		
--------------	--	--

**ASSURANCES**

By signing below, the Local Educational Agency (LEA), \_\_\_\_\_, is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the Maine Department of Education (MDOE) and the United States Department of Education (USED).

**This LEA provides an assurance that—**

- School Improvement Grant funds will be used to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (7) All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (8) If it implements a restart model in a Tier I or tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements,
- (9) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (10) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding, and
- Report to the SEA the school-level data required under section III of the final requirements.

\_\_\_\_\_  
 Superintendent Signature

\_\_\_\_\_  
 Date

**2013 Maine LEA School Improvement Grant Application**  
April 2013

**E. WAIVERS**

The MDOE has requested that waivers be granted by the USED regarding requirements to the LEA's School Improvement Grant. Check each waiver that this LEA intends to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
  
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

### **Appendix A: Process to Determine School Eligibility for the School Improvement Grant**

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the US Department of Education Guidance for the Title I School Improvement Grant, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2009-10, 2010-11, and 2011-12, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2009-10 to 2010-11, and from 2010-11 to 2011-12. The two rates were then totaled. Schools meeting the criteria set by USED were then reviewed for eligibility. Maine’s Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (USED) on February 22, 2010.

#### **Tier I Schools**

Schools categorized as Tier I must meet one of the following conditions:

- (3) *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools (CIPS) in the state; OR*
- (4) *The school is a high school with a graduation rate less than 60 percent over a number of years; OR*

#### **Identification of Tier I Schools (Condition 1)**

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I CIP Schools in the state.*
  - Total number of Title I CIP schools in 2012-13 = 112
  - 5% of 112= 6; the guidance requires that a minimum of 5 schools be identified.
  - Rank order the Title I CIP schools from low to high, based on the 3-year average percentage of proficiency.
  - Identify the 6 lowest ranked schools also demonstrating a rate of progress less than 1.31 (State median)
  - Six Tier I eligible schools identified under Condition 1.(see Eligible Schools Table)

#### **Identification of Tier I Schools (Condition 2)**

- (3) *The school is a high school with a graduation rate less than 60 percent over a number of years.*
- There are no Maine high schools that meet the criteria.



**Appendix A (cont.):****Tier II Schools**

Schools categorized as Tier II must be Title I-eligible high schools and must meet one of the following conditions:

- (3) *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater; OR*
- (4) *The school has a graduation rate less than 60 percent over a number of years.  
As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).*

**Identification of Tier II Schools (Condition 1)**

- *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater.*
- Rank order all high schools, not currently receiving Title I funds; n=75.
- 5 % of 75 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 1.31 (State median)
- Seven Tier II eligible schools identified under Condition 1.(see Eligible Schools Table)

**Identification of Tier II Schools (Condition 2)**

- (2) *The school has a graduation rate less than 60 percent over a number of years.*
- As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

**TIER III Schools**

Schools categorized as Tier III must meet the following conditions:

- (2) *The school is a Title I CIP School that did not meet the Tier I criteria, OR*

**Identification of Tier III Schools (Condition 1)**

- (2) *The school is a Title I CIP School that did not meet the Tier I criteria.*

**Appendix B: DEFINITION OF PERSISTENTLY LOWEST-ACHIEVING SCHOOLS****DEFINITION OF PERSISTENTLY LOWEST ACHIEVING SCHOOLS:**

Maine defines “persistently lowest-achieving schools” as those schools ranking the lowest, based on a three year average of proficiency for the “All Students” group in Reading and Math combined from 2009-2012, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency for the “All Students” group in Reading and Math from 2010 to 2011, 2011 to 2012. This definition will be used to generate a list schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

Tier I schools are defined as any Title I school in improvement, corrective action, or restructuring that —

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

Tier II schools are defined as any secondary school that is eligible for, but does not receive, Title I funds that —

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

Tier III schools are defined as any remaining Title I school in improvement, corrective action, or restructuring that is not identified as a Tier I school.

It should be noted that graduation rates, based on Maine’s transition rate as defined in 34 C.F.R. § 200.19(b), have been reviewed and there are currently no secondary schools having a graduation rate less than 60% over a number of years.



9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

**Appendix D: Equipment Justification Form**

<b>Item Description:</b>		
<b>Number to be purchased:</b>	<b>Approximate cost per item:</b>  include per student or per teacher information	<b>Total Cost:</b>
<b>Location:</b> Where will the equipment be used?		
<b>Purpose:</b> Detail the following: How will it support the program? Who will use it? And How many students/staff will use it?		
<b>Reasonableness:</b> Justify the need; and Explain how it is not otherwise available through the district.		
<b>Storage:</b> Where will the equipment be located/stored		
<b>Inventory and Tracking:</b> Identify the person responsible the following: Entering equipment on Title I Equipment Inventory Report Tracking equipment if moved from above location Signing equipment in and out if equipment is approved for student use Storing equipment over the summer		

**Appendix E LEA Application Scoring Rubrics**

**Rubric to be used for any LEA applying to serve at least one Tier I and/or Tier II (LEA may or may not also apply to serve a Tier III school.)**

District Name: \_\_\_\_\_

Total # of Schools Applying: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

District Score: \_\_\_\_\_

Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<b>A - Schools to be served:</b>						
1) The name(s) of all schools in the LEA applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<b>B - Descriptive Information – Evidence for each Tier I and Tier II school</b>						
B1.1a) Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve with data and analysis addressing each of the following areas: a) student achievement	0	1	2	4	6	
B1.1a) Needs assessment –continued: b) curriculum and instruction	0	1	2	4	6	
B1.1a) Needs assessment –continued: c) professional development	0	1	2	4	6	

<b>B1.1a) Needs assessment –continued: d) family and community involvement</b>	0	1	2	4	6	
<b>B1.1a) Needs assessment –continued: e) school context and organization</b>	0	1	2	4	6	
<b>B1.1b) Described the relationship of the results of the needs assessment to the selection of the Intervention Model indicated in Section A.</b>	0	1	2	4	6	
<b>B1.2) Overall Capacity: Provided evidence of the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</b>	0	1	2	4	6	
<b>B1.2) Stakeholder support: Provided evidence that the LEA has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions, parents, students, and community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design and to enact policies that will allow the individual schools the autonomy needed to implement the chosen model. Examples of stakeholder support may include narrative descriptions of meeting notes, surveys or other documentation.</b>	0	1	2	4	6	
<i>MDOE review of federal grant funds history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions). This review will assist in consideration of the LEA’s capacity.</i>	0	0	0	1	1	
<b>B2) Lack of Capacity (if applicable): Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA’s decision that it lacks the capacity to serve such school(s).</b>	0	0	0	0	0	

<b>B3) For each school the LEA is committed to serve, a brief (no more than one page) summary was provided that describes actions the LEA has taken, or will take to:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.1) Design and implement interventions consistent with the final SIG requirements;</b>						
<b>B3.1a) Described the process the LEA will use to recruit a new principal for the purpose of effective implementation of the turnaround or transformation model;</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.2) Recruit, screen, and select external providers, if applicable, to ensure their quality.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.3) How the LEA will align other resources with the interventions, including federal, state, and local funding;</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.4) How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.5) How the LEA and school will sustain the reforms after the funding period ends and the extent to which the following information is provided:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.5a) Actions that support the modification of policies or practices that will enable full and effective implementation of selected intervention models;</b>						
<b>B3.5) Sustain the reforms-Continued:</b>						
<b>B3.5b) Commitment to align budgets toward efforts that are sustainable and willingness to allow MDOE to re-evaluate budgets throughout the grant period;</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<b>B3.5 Sustain the reforms-Continued:</b>						
<b>B3.5c) Extent to which professional development is ongoing and job-embedded;</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	

<p><b>B3.5 Sustain the reforms-Continued:</b> B3.5d) Alignment of other resources, people, time and funding, to support the reform effort.</p>	0	1	2	4	6	
<p><b>B4) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.</b></p>	0	1	2	4	6	
<p><b>B5) As part of the LEA’s plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA’s annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school’s state assessment results.</b></p>	0	1	2	4	6	
<p><b>B6) Described the intervention model proposed for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).</b></p>	0	1	2	4	6	
<p><b>B7) Described the goals the LEA has established (subject to approval by the MDOE) in order to hold accountable the Tier III schools that receive SIG funds.</b></p>	0	1	2	4	6	
<p><b>B8) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</b></p>	0	1	2	4	6	

<p><b>Action Plan</b>  <b>Year 1 Action Plan is complete including:</b></p> <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Strategy</b></li> <li>• <b>Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</b></li> <li>• <b>Resources</b></li> <li>• <b>Timeline</b></li> <li>• <b>Oversight</b></li> <li>• <b>Monitoring of implementation</b></li> <li>• <b>Monitoring of effectiveness</b></li> <li>• <b>Funds needed</b></li> </ul> <p><b>The model chosen is clearly connected to the activities chosen in the Action Plan.</b></p>	0	1	2	4	6	
---	---	---	---	---	---	--

<b>C. Budget</b>						
1) Completed the LEA Overview Budget grid	0	0	0	1	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	1	1	
3) Completed a One Year (2013-2016) Detail School Budget Narrative and justification forms (if applicable) for each of the three years of the grant period- 3 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	1	1	
4) Completed the Three Year LEA Budget Plan	0	0	0	1	1	
5) Completed a One Year (2013-2016) Detail LEA Budget Narrative and justification forms (if applicable) for each of the three years of the grant period- 3 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	1	1	
6) Provided evidence of the LEA's stakeholder support of proposed budgets and to enact policies to that will allow the LEA and individual schools to implement the chosen model effectively.	0	0	5	1	1	

<i>MDOE review of federal grant funds history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions). This review will assist in consideration of whether the proposed LEA/school budgets include sufficient funds for full and effective implementation of selected intervention models.</i>	0	0	0	0	0	
<b>D - Assurances</b>						
Signed Assurance page	0	0	0	1	1	
<b>E - Waivers</b>						
Is the LEA applying for any waivers?	0	0	0	0	0	

**Application to serve Tier III schools only.**

District Name: \_\_\_\_\_ Total # of Schools Applying: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_ District Score: \_\_\_\_\_

Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<b>A - Schools to be served:</b>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0 6	0	0	

**B - Descriptive Information – Evidence for each Tier I and Tier II school**

1) Described the intervention model proposed for each <b>Tier III</b> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).	0	1	2	4	6	
2) Described the goals the LEA has established (subject to approval by the MDOE) in order to hold accountable the Tier III schools that receive SIG funds.	0	1	2	4	6	
3) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.	0	1	2	4	6	
<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Year 1 Action Plan is complete including:</li> <li>• Goal</li> <li>• Strategy</li> <li>• Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</li> <li>• Resources</li> <li>• Timeline</li> <li>• Oversight</li> <li>• Monitoring of implementation</li> <li>• Monitoring of effectiveness</li> <li>• Funds needed</li> </ul> The model chosen is clearly connected to the activities chosen in the Action Plan.	0	1	2	4	6	
<b>C – Budget</b>						
Completed the Overview Budget grid	0	0	0	1	1	
Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
Completed a One Year (2013-2016) Detail School Budget Narrative and justification forms (if applicable) for each of the three years of the grant period- 3 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	

<i>D - Assurances</i>						
Signed Assurance page	0	0	0	0	1	
<i>E - Waivers</i>						
Is the LEA applying for any waivers?	0	0	0	0	0	

2013 LEA School Improvement Grant Application

March 2013

STATE:Maine								
Schools Eligible for FY 2013 SIG Funds								
LEA Name	LEA NCES ID Number	School Name	School NCES ID Number	Tier I	Tier II	Tier III	Grad Rate	Newly Identified
Alexander School Department	2302280	Alexander Elementary	00975			x		
Auburn School Department	2302610	Park Avenue Elementary School	00626			x		
Auburn School Department	2302610	Sherwood Heights Elementary Sch	00018			x		
Auburn School Department	2302610	Washburn School	00021			x		
Augusta School Dept.	2302640	Farrington School	01002			x		
Augusta School Dept.	2302640	Lincoln School	01003			x		
Augusta School Dept.	2302640	Sylvio J. Gilbert School	00042			x		
Baileyville School Department	2302730	Woodland Jr-Sr High School	00045	x				
Bangor School Department	2302820	Mary Snow School	01004			x		
Bangor School Dept.	2302820	Fairmont School	00050			x		
Biddeford School Department	2303150	Biddeford Intermediate School	00622			x		
Boothbay-Boothbay Harbor C.S.D.	2303290	Boothbay Region Elem School	00080			x		
Calais School Dept.	2303870	Calais Elementary School	00105			x		
Deer Isle-Stonington C.S.D	2304895	Deer Isle-Stonington Elementary School	00509			x		
East Range C.S.D.	2305380	East Range II CSD School	00139			x		
Easton School Department	2305310	Easton Elementary School	00135			x		
Eastport School Dept.	2305360	Shead High School	00138	x				
Five Town C.S.D.	2300053	Camden Hills Regional High School	05014			x		

2013 LEA School Improvement Grant Application

March 2013

Greenbush School Department	2306180	Helen S. Dunn Elementary School	00165			x		
Jonesport School Department	2307100	Jonesport Elementary School	00917			x		
Kittery School Department	2307140	Horace Mitchell Primary School	00183			x		
Kittery School Department	2307140	Shapleigh School	00182			x		
Lewiston School Dept	2307320	Lewiston Middle School	00191			x		
Lewiston School Dept.	2307320	Farwell Elementary School	00187			x		
Lewiston School Dept.	2307320	Montello School	00193	x				
Machias School Dept.	2307710	Rose M. Gaffney School	00210			x		
Madawaska School Dept.	2307800	Madawaska Elementary School	00282			x		
Medway School Dept	2308160	Medway Middle School	00220			x		
Millinocket School Dept.	2308280	Granite Street School	00224			x		
Millinocket School Dept.	2308280	Stearns Jr Sr High School	00227		x			
Moosabec C.S.D.	2308400	Jonesport-Beals High School	00920	x				
MSAD 27	2311100	Fort Kent Elementary School	00406			x		
Mt. Desert C.S.D.	2308500	Mt. Desert Island High School	00061			x		
Orrington School Department	2309330	Center Drive School	00255			x		
Portland School Dept.	2309930	Fred P. Hall School	00271			x		
Portland School Dept.	2309930	Presumpscot School	01007			x		
RSU 01	2314772	Phippsburg Elementary School	00263			x		
RSU 03/MSAD 03	2311520	Mt. View Elementary School	00475			x		

2013 LEA School Improvement Grant Application

March 2013

RSU 06/MSAD 06	2311790	Edna Libby Elementary School	00930			x		
RSU 08/MSAD 08	2311850	Vinalhaven School	00731			x		
RSU 09/MSAD 09	2311880	Cape Cod Hill Elem. School	00163			x		
RSU 09/MSAD 09	2311880	W. G. Mallett School	00553			x		
RSU 10	2314795	Buckfield Jr-Sr High School	01053			x		
RSU 10	2314795	Hartford-Sumner Elementary School	00470			x		
RSU 10	2314795	Meroby Elementary	00823			x		
RSU 10	2314795	Mountain Valley Middle School	00502			x		
RSU 11/MSAD 11	2310590	Helen Thompson School	00300			x		
RSU 11/MSAD 11	2310590	River View Community School	00024			x		
RSU 12	2314780	Chelsea Elementary School	00120			x		
RSU 12	2314780	Palermo Consolidated School	00258			x		
RSU 12	2314780	Whitefield Elementary School	00625			x		
RSU 13	2314787	South School	00530			x		
RSU 15/MSAD 15	2310710	Burchard A. Dunn School	00420			x		
RSU 16	2314775	Elm Street School-Mechanic Falls	00218			x		
RSU 17/MSAD 17	2310770	Paris Elementary School	00607			x		
RSU 17/MSAD 17	2310770	Oxford Elementary School	01051			x		
RSU 19	2314785	Newport Elementary School	00727			x		

2013 LEA School Improvement Grant Application

March 2013

RSU 19	2314785	Nokomis Regional High School	00729		x			
RSU 20	2314791	Searsport Elementary	00026			x		
RSU 20	2314791	Belfast Area High School	00440		x			
RSU 21	2314773	Kennebunk Elementary School	00580			x		
RSU 23	2314784	C. K. Burns School	00306			x		
RSU 23	2314784	Jameson Elementary School	00238			x		
RSU 23	2314784	Old Orchard Beach High School	00921			x		
RSU 25	2303810	Bucksport Middle School	00685			x		
RSU 25	2303810	Miles Lane School	01027			x		
RSU 29/MSAD 29	2311160	Houlton Elementary School	00415			x		
RSU 29/MSAD 29	2311160	Houlton Southside	00035			x		
RSU 31/MSAD 31	2311250	Enfield Station Elementary School	00043			x		
RSU 39	2314794	Hilltop Elementary School	00114			x		
RSU 39	2314794	Limestone Community School	00200			x		
RSU 39	2314794	Teague Park School	01010			x		
RSU 40/MSAD 40	2311550	Miller School	00484			x		
RSU 40/MSAD 40	2311550	Warren Community School	00508			x		
RSU 44/MSAD 44	2311670	Telstar Middle School	01010			x		
RSU 44/MSAD 44	2311670	Telstar High School	00510		x			
RSU 49/MSAD 49	2314330	Benton Elementary School	01037			x		
RSU 49/MSAD 49	2314330	Clinton Elementary School	00698			x		

2013 LEA School Improvement Grant Application

March 2013

RSU 50	2314806	Katahdin Middle/High School	00397			x	
RSU 50	2314806	So. Aroostook CSD School	00590			x	
RSU 52/MSAD 52	2314160	Turner Primary School	00660			x	
RSU 53/MSAD 53	2314610	Warsaw Middle School	00764			x	
RSU 53/MSAD 53	2314610	Vickery School	00763			x	
RSU 54/MSAD 54	2314590	Bloomfield Elementary School	00948			x	
RSU 54/MSAD 54	2314590	Margaret Chase Smith School	00751			x	
RSU 55/MSAD 55	2314190	South Hiram Elementary School	00995			x	
RSU 55/MSAD 55	2314190	Sacopee Valley High Sch.	00667		x		
RSU 57/MSAD 57	2314670	Line Elementary	01013			x	
RSU 57/MSAD 57	2314670	Massabesic Middle School	01058			x	
RSU 59/MSAD 59	2314560	Madison Elementary School	00500			x	
RSU 59/MSAD 59	2314560	Madison Junior High School	01012			x	
RSU 61/MSAD 61	2314210	Stevens Brook School	00670			x	
RSU 64/MSAD 64	2314440	Kenduskeag Elementary School	00717			x	
RSU 67	2314777	Ella P. Burr School	00787			x	
RSU 68/MSAD 68	2314761	Se Do Mo Cha Elementary School	23108			x	
RSU 68/MSAD 68	2314761	Se Do Mo Cha Middle School	00794			x	
RSU 73	2314805	Jay Elementary School	00172			x	

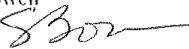
2013 LEA School Improvement Grant Application

March 2013

RSU 73	2314805	Livermore Elementary School	00456			x		
RSU 74/MSAD 74	2314767	Carrabec Community School	00541			x		
RSU 74/MSAD 74	2314767	Garrett Schenck Elementary	00812			x		
RSU 79/MSAD 01	2310860	Mapleton Elementary School	00369			x		
RSU 82/MSAD 12	2310620	Forest Hills Consolidated School	00337	x				
RSU 83/MSAD 13	2310650	Moscow Elementary	00341			x		
RSU 84/MSAD 14	2310680	East Grand School	00344	x				
RSU 86/MSAD 20	2310890	Fort Fairfield Middle/High School	00375			x		
RSU 87/MSAD 23	2310980	Carmel Elementary School	00391			x		
RSU 29/MSAD 29	2311160	Houlton Junior High School	00301			x		
RSU 41/SAD 41	2311580	Milo Elementary School	00492			x		
Sanford School Dept.	2310500	Willard School	00764			x		
So Portland School Dept.	2312330	Waldo T. Skillin Elementary School	00033			x		
So Portland School Dept.	2312330	Frank I. Brown Elementary School	00586			x		
So Portland School Dept.	2312330	James Otis Kaler Elementary School	00716			x		
Vassalboro School Department	2313110	Vassalboro Community School	01046			x		
Waterville School Department	2313350	Albert Hall School	00605			X		
Waterville School Department	2313350	George J. Mitchell School	00604			x		
Winslow School Dept.	2313860	Winslow Elementary School	00034			x		
Winthrop School Dept.	2313970	Winthrop Grade	00641			x		

		School							
--	--	--------	--	--	--	--	--	--	--

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Maine Department of Education</p>	<p>Applicant's Mailing Address: 23 State House Station Augusta, Maine 04333</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Rachelle Tome</p> <p>Position and Office: Chief Academic Officer</p> <p>Contact's Mailing Address: 23 State House Station Augusta, ME 04333</p> <p>Telephone: 207-624-6708</p> <p>Fax: 207-624-6706</p> <p>Email address: rachelle.tome@maine.gov</p>	
<p>Chief State School Officer (Printed Name): Stephen Bowen </p>	<p>Telephone: 207-624-6620</p>
<p>Signature of the Chief State School Officer:  X</p>	<p>Date: 3/29/13</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	