

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Maryland State Department of Education</p>	<p>Applicant's Mailing Address: Nancy S. Grasmick State Education Building 200 West Baltimore Street Baltimore, Maryland 21201-2595</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Tina McKnight</p> <p>Position and Office: Interim Director, Program Improvement and Family Support Branch Division of Student, Family, and School Support</p> <p>Contact's Mailing Address: Nancy S. Grasmick State Education Building 4<sup>th</sup> Floor 200 West Baltimore Street Baltimore, Maryland 21201-2595</p> <p>Telephone: 410.767.0310</p> <p>Fax: 410.333.8010</p> <p>Email address: <a href="mailto:tmcknight@msde.state.md.us">tmcknight@msde.state.md.us</a></p>	
<p>Chief State School Officer (Printed Name): Dr. Lillian M. Lowery</p>	<p>Telephone: 410-767-0462</p>
<p>Signature of the Chief State School Officer: X <i>Lillian M. Lowery</i></p>	<p>Date: <i>12/4/2013</i></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>	

School Improvement Grants

# Application for FY 2013 New Awards Competition

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

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Maryland



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

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### 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. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## 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 "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). 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.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **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 SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 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 SIG 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 2013 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 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@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 November 22, 2013. Maryland has been granted an extension until on or about December 12, 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).

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Chief State School Officer (Printed Name):  Dr. Lillian M. Lowery	Telephone:  410-767-0462
Signature of the Chief State School Officer:  X Note: Paper copy of original signature will be sent in the mail.	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.	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

*Maryland will use the same Persistently Lowest Achieving (PLA) Schools List generated for FY 2010 SIG List for its FY 2013 SIG List.*

### A. ELIGIBLE SCHOOLS

#### Part 1 (Definition of Persistently Lowest-Achieving Schools):

##### *Tier I Definition of Persistently Lowest Performing Schools*

*Maryland defines “persistently lowest performing Tier I schools” as those Title I schools (elementary school grade levels Pre-K through five, and middle school grade levels 6-8, and combination schools, PreK-8 at the LEA’s discretion) that are the five lowest achieving or lowest 5% of all Title I schools in improvement, corrective action, or restructuring in the State.*

*Based on the 2010 Spring administration of the Maryland School Assessment, Maryland identified 76 operating Title I schools in improvement, corrective action or restructuring for school year 2010-2011. The five identified Title I schools have not met performance standards in combined reading and mathematics in the “All Students” subgroup for the full academic year 2009-2010. There are 4 Title I high schools (grades 9-12 or combination K-12) in Maryland. No combination high schools have a graduation rate of 60% or less. The process below was used to identify Tier I schools.*

##### **Annual Performance Ranking**

1. School’s AYP Proficiency calculated based on all assessed grades
2. Schools Annual Measurable Objective (AMO) based on all assessed grades
3. Ranking for Reading and Mathematics are calculated separately by subtracting the AMO from the AYP Proficiency
4. Reading and Mathematics Rankings are summed to calculate the School’s annual Overall Performance Rank

**Annual Performance Rank** = (AYP % proficient for Reading – AMO for Reading) + (AYP % proficient for Mathematics – AMO for Mathematics)

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2008 through 2010
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010
- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year
  1. 2008 Performance Rank multiplied by a weight of 1.0
  2. 2009 Performance Rank multiplied by a weight of 1.0
  3. 2010 Performance Rank multiplied by a weight of 1.25
  4. Sum the weighted Performance Ranks for 2009 through 2010
  5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

##### **Tier I Reports contain:**

- All Title I schools in School Improvement
- School measured for AYP

## **Tier II Definition of Persistently Lowest Performing Schools**

### **Academic Criteria**

*Maryland defines “persistently lowest performing Tier II schools” as those Title I eligible secondary schools (middle school grade levels 6-8, combination schools (grades PreK-8 at the LEA’s discretion, and high school grades 9-12) that are the lowest 5% of all secondary Title I eligible schools in the State. In 2010, Maryland identified 11 Title I eligible Tier II schools based on performance and 3 Tier II schools based on Graduation Rate for a total of 14 Tier II schools. See below.*

*Based on performance on the Maryland School Assessment in Math/Algebra/Data Analysis and Reading/Language Arts combined, Maryland would identify eleven (11) Title I eligible secondary schools in improvement, corrective action, or restructuring operating in school year 2010-2011 for Tier II designation. Maryland will exercise the option to apply for a waiver to include three Title I secondary schools as Tier II schools because these schools fall lower in performance than some of the identified Tier II secondary schools. The identified Tier II schools have not met performance standards in the “All Students” subgroup for the full academic year 2009-2010. The process below was used to identify Tier II schools.*

### **Annual Performance Ranking**

1. School’s AYP Proficiency calculated based on all assessed grades
2. Schools Annual Measurable Objective (AMO) based on all assessed grades
3. Ranking for Reading and Mathematics are calculated separately by subtracting the AMO from the AYP Proficiency
4. Reading and Mathematics Rankings are summed to calculate the School’s annual Overall Performance Rank

**Annual Performance Rank** = (AYP % proficient for Reading – AMO for Reading) + (AYP % proficient for Mathematics – AMO for Math)

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2008 through 2010
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010
- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year
  1. 2008 Performance Rank multiplied by a weight of 1.0
  2. 2009 Performance Rank multiplied by a weight of 1.0
  3. 2010 Performance Rank multiplied by a weight of 1.25
  4. Sum the weighted Performance Ranks for 2008 through 2010
  5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

### **Tier II Reports contain:**

- All non-Title I Secondary schools that are Title I eligible (FARMS  $\geq$  35%)
- Secondary schools are defined as any school with an Middle or High component
- School measured for AYP

### ***Graduation Rate Criteria:***

***Maryland identified Title I eligible high schools that have a graduation rate of less than 60 percent over 3 years. There are 7 schools that meet this definition during the 2009-2010 school year, however 2 are already identified as persistently low performing schools, 1 does not have three years of trend data and 1 does not meet the minimum “n”. Maryland identified three Tier II schools that meet this definition.***

#### **Graduation Rate**

- Graduation Rate is less than 60% for the past 3 school years
- School must be Title I eligible
- School measured for AYP

#### **Notes:**

- Schools that did not have three years of AYP data were excluded from Tier I and Tier II. (lacking trend data)
- Schools where 100% of the students are not working towards a Maryland Diploma were excluded from Tier I and Tier II. The populations of these schools receive a certificate of participation. (certificate program only)
- Schools that did not have graduation data for three consecutive years were excluded from Tier II. (lacking trend data)
- Schools where the participation rate is below the minimum “n” for the all students group are excluded from Tier I and Tier II. Participation rate will be computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The rate will be calculated for each subgroup and for aggregate separately in each of reading and mathematics assessments where a group includes at least a) 30 students for schools with one grade tested, b) 60 students for schools with two or more grades tested c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. MSDE submitted a waiver request with this application.

#### **Tier III: Definition**

***Maryland defines Tier III schools as any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I or Tier II.***

***Note: Due to available FY 2013 SIG Funds, Maryland will focus FY 2013 SIG funding for Tier I and Tier II schools only to ensure sufficient support for full implementation of the intervention models. Maryland will not award funds to Tier III schools before all Maryland’s Tier I and Tier II schools that LEAs commit to serve and have the capacity to serve are served.***

## SCHOOLS SERVED WITH FY 2009 SIG FUNDS

LEA	LEA NCES ID #	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier III
Baltimore City	2400090	Booker T. Washington Middle	24000900160	X		
Baltimore City	2400090	Baltimore IT Academy (Formally Chinquapin Middle)	24000900174	X		
Baltimore City	2400090	Calverton Elem/Middle	24000900581	X		
Baltimore City	2400090	Garrison Middle	24000900228	X		
Baltimore City	2400090	William C. March Middle	24000901568	X		
Baltimore City	2400090	Commodore John Rogers E/M	24000900180		X	
Baltimore City	2400090	Augusta Fells Savage Institute Of Visual Arts	24000901387		X	
Prince George's	2400510	G. James Gholson Middle	24005101211		X	
Prince George's	2400510	Benjamin Stoddert Middle	24005101464		X	
Prince George's	2400510	Drew Freeman Middle	24005101034		X	
Prince George's	2400510	Thurgood Marshall Middle School	24005101465		X	

## SCHOOLS SERVED WITH FY 2010 SIG FUNDS

LEA	LEA NCES ID #	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier III
Baltimore City	2400090	Cherry Hill Elementary/Middle	24000900171	X		
Baltimore City	2400090	Frederick Douglass High	24000900209		X	
Baltimore City	2400090	Ben Franklin @ Masonville Cove Academy	2400090157		X	
Prince George's	2400510	Oxon Hill Middle School	24005101471		X	
Prince George's	2400510	Thomas Johnson Middle School	24005101175		X	

## Schools Eligible for FY 2013 SIG Funds (same as FY 2010 List)

LEA	NCES	SCHOOL_NAME <i>*Highlighted schools are eligible Tier I and Tier II schools</i>	NCES_NUMBER	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible	FY 2010 served SIG schools	Schools Closed since FY 2010
Anne Arundel	2400060	J. Albert Adams Academy*	2400060086		X							
Baltimore City	2400090	Cherry Hill Elementary/Middle	24000900171	X							X	
Baltimore City	2400090	Patapsco Elementary/Middle	24000900296	X								X
Baltimore City	2400090	Gilmor Elementary*	24000900221	X								
Baltimore City	2400090	Francis M. Wood Alternative High*	24000901343		X							
Baltimore City	2400090	Benjamin Franklin High Schools@Masonville Cove	2400090157		X						X	
Baltimore City	2400090	Frederick Douglass High	24000900209		X						X	
Baltimore City	2400090	Institute Of Business And Entrepreneurship	24000901533		X							X
Baltimore City	2400090	Northwestern High	24000900292		X							
Baltimore City	2400090	Connexions Comm Lead Acad	24000901302			X						
Baltimore City	2400090	Northeast Middle	24000900289			X						
Baltimore City	2400090	Vivien T. Thomas Medical Arts Academy	24000901385				X					
Baltimore City	2400090	City Springs Elementary	24000900175					X				
Baltimore City	2400090	Steuart Hill Academic Academy	24000900319					X				
Baltimore City	2400090	Collington Square Elementary	24000900179					X				
Baltimore City	2400090	Frederick Elementary	24000901430					X				
Baltimore City	2400090	Baltimore Freedom Academy	24000901560					X				X
Baltimore City	2400090	Moravia Park Primary	24000900282					X				
Baltimore City	2400090	Rognel Heights Elementary/Mid	24000900305					X				
Baltimore City	2400090	Harford Heights Intermediate	24000901153					X				
Baltimore City	2400090	Md Academy Of Tech, Health Sci	24000901538					X				
Baltimore City	2400090	Samuel F. B. Morse Elementary	24000900310					X				
Baltimore City	2400090	Furman L. Templeton Elementary	24000900211					X				
Baltimore City	2400090	Heritage High School	24000901562				X					
Baltimore City	2400090	Dr. Rayner Browne Elementary	24000900189					X				
Baltimore City	2400090	Harlem Park Elementary	24000900239					X				
Baltimore City	2400090	Beechfield Elementary	24000900155					X				
Baltimore City	2400090	Historic Sam Coleridge-Taylor El	24000900309					X				
Baltimore City	2400090	Dr. Nathan A. Pitts Ashburton Elementary/Middle	24000900149					X				
Baltimore City	2400090	Sarah M. Roach Elementary	24000900312					X				
Baltimore City	2400090	New Song Academy	24000900884					X				
Baltimore City	2400090	Bluford Drew Jemison Mst Acad	24000901633					X				
Baltimore City	2400090	Pimlico Elementary	24000900299					X				
Baltimore City	2400090	Lakeland Elementary/Middle	24000900264					X				



Prince George's	2400510	Thomas S. Stone Elementary	24005101176							X				
Prince George's	2400510	Ridgecrest Elementary	24005101138							X				
Prince George's	2400510	Judge Sylvania W. Woods El	24005101137							X				
Prince George's	2400510	Buck Lodge Middle	24005100993							X				
Prince George's	2400510	Carmody Hills Elementary	24005100998							X				
Prince George's	2400510	Overlook Elementary	24005101119							X				
Prince George's	2400510	Springhill Lake Elementary	24005101160							X				
Prince George's	2400510	Carole Highlands Elementary	24005100999							X				
Prince George's	2400510	Templeton Elementary	24005101171							X				
Prince George's	2400510	Suitland Elementary	24005101453							X				
Prince George's	2400510	Rogers Heights Elementary	24005101146							X				
Prince George's	2400510	William Beanes Elementary	24005101184							X				
Prince George's	2400510	Gaywood Elementary	24005101041							X				
Prince George's	2400510	Rosa Parks Elementary	24005101573							X				
Prince George's	2400510	Robert R. Gray Elementary	24005101183							X				
Prince George's	2400510	Flintstone Elementary	24005101030							X				

*Tier I and Tier II Schools will be given priority for FY 2013 SIG funding.*

**Part 3 (Terminated Awards):** 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 the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
NA			
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.**

**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 Tier I and Tier II School, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.

*Maryland will assure that the LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school by requiring the LEA to complete a comprehensive needs assessment as part of the application process for each Tier I and Tier II school it elects to serve with SIG funds. The needs assessment requires the LEA to analyze data pertinent to each school. The LEA is required to review and analyze the following data sets: student and staff profiles; student achievement data; curriculum; instructional programs; assessments; school culture and climate; student, family and community support; organizational structure; professional development and effective planning; and effective leadership. The LEA will prioritize the lists of needs for each school and demonstrate the use of the school's prioritized needs are aligned to the intervention model selected for each school. Also the intervention plan developed for each school will link the strategies and activities to the prioritized needs of each school.*

*As part of this application, Maryland has developed a Reviewer's Tool which will be used by the State's review panels to evaluate the quality of the needs assessment response by the LEAs. This tool is located in Appendix D of the LEA application.*

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

*The following items must be clearly articulated fully in the LEA application in order for the LEA to demonstrate it has the capacity to implement fully and effectively the selected intervention model in each of the Tier I and Tier II schools.*

- *LEA must complete a thorough needs assessment for each Tier I and Tier II school.*
- *The LEA must select an intervention model that aligns to the needs of the school.*
- *The LEA must design and implement activities for each intervention model, develop a timeline, identify a person/position designated to provide leadership for each requirement of the intervention.*
- *The LEA must demonstrate that it has involved relevant stakeholders, including administrators, teachers, teachers unions (if appropriate), parents, students, and outside community members in activities related to decision making prior to choosing an intervention model, and/or development of the model's design for each of the schools. These meetings and input sessions must be documented and ongoing.*
- *The LEA must develop three-year budgets, including pre-implementation activities and strategies for year one, that directly align to the activities and the strategies stated in the plan of operation for each model the LEA chooses to implement. Year two and three will be awarded on a continuation basis as funds become available. Budgets should be based on level funding over the three years and adjusted based on the continuation grant award.*
- *The LEA must develop a monitoring plan that encompasses multiple visits to each school and requires intermediate evidence of student academic success.*

- *The LEA must submit a written monthly status report of completed pre-implementation activities to the SEA which includes status on budget, hiring, and other activities designed to prepare the schools for full implementation in the 2014-2015 school year. These monthly updates will be added as an agenda item during the monthly Breakthrough Center meetings.*
- *The LEA must demonstrate it has made a commitment to expand teachers' and principals' capacity through job imbedded professional development and ongoing professional collaboration.*
- *The LEA must identify a 1003(g) Central Support Team (District Leadership Team) that meets monthly with SEA Breakthrough Center to discuss progress of schools. Central Support Teams must be staffed with highly knowledgeable staff with specialized skills and knowledge in school improvement, understanding of culture and climate, and relate well to stakeholders.*
- *The LEA must identify a 1003(g) Turnaround Executive Support Team (TEST) that will meet monthly with the Breakthrough Center and MSDE Leads. This core executive team will have targeted discussions and make decisions on staffing, funding concerns, policy, response to data, contracts, partnerships, and other issues beyond the larger Central Support Team. The Chief Executive Officer or their appointee is required at the TEST meetings. The TEST will allow the LEA to respond quickly to any course corrections needed to ensure timely and full implementation of the intervention models. Central Support Teams must also demonstrate that they communicate regularly with the LEA's TEST team and document how the CST has supported the Tier I and Tier II schools in their improvement efforts.*
- *The LEA and Breakthrough Center will define the criteria for schools to receive services from the Breakthrough Center.*
- *The LEAs must demonstrate, through past grant applications, that they have sound fiscal management with limited audit findings. The SEA will examine single audit reports over the past two years.*
- *The LEA must complete a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I and Tier II schools.*
- *The LEA must demonstrate that it has a performance management process that establishes priorities for school improvement in its Tier I and Tier II schools and monitors effectiveness of the identified strategies through ongoing data analysis.*
- *The LEA must complete the grant application within the timelines set forth in the application.*
- *The LEA must submit signed assurances with the application.*

*As part of this application, Maryland will utilize the Reviewer's Tool which will be used by the State's review panels for the FY 2013 SIG proposals, to evaluate the capacity of the LEA to implement the model through the LEA's responses to the items above. The Reviewer's Tool is divided into the eight components of the application: School Identification; Needs Assessment; School Pre-Implementation Plans; School Intervention Plans; LEA Capacity and Commitment; LEA Monitoring; LEA Fiscal Responsibilities; and LEA GEPA, Assurances and Waivers. LEAs must submit complete and approvable responses for all components to demonstrate capacity 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 in each identified school. This tool is located in Appendix D of the LEA application.*

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

- *The budget narrative must clearly spell out the mutual responsibility between LEA and the Tier I, Tier II or Tier III schools for timely distribution of funds during each year of the grant.*
- *Budgets submitted match the number of Tier I and Tier II schools and are aligned to the models selected for*

*each school. Budgets are not less than the minimum amount and do not exceed the maximum allowable amount per Tier I and Tier II school. **The minimum is \$50,000 and the maximum is \$2,000,000 per school.***

- *Funding for LEA activities that will support the implementation of school intervention models in Tier I and Tier II schools are included in the LEA budget, and the LEA does not exceed the maximum amount of 1003(g) SIG funds for all the schools served over the three- year grant period.*
- *Pre-implementation activities must be included in each Tier I and Tier II school budget or LEA budget, where applicable.*
- *LEAs must submit a budget for the number of Tier III schools that the LEA commits to serve and the services the LEA plans to provide to these schools extend over the three-year grant period.*  
*Note: Maryland does not anticipate there will be any Tier III schools served with FY 2013 SIG funds due to the amount of funding Maryland receives.*
- *LEA must submit the Maryland Budget form C-1-25 signed by the CEO/Superintendent and the Chief Financial Officer.*

*As part of this application, Maryland has developed a Reviewer's Tool which will be used by the State review panels to evaluate budgets submitted by each LEA. This tool is located in Appendix D of the LEA application. Budget(s) will be reviewed by the SEA Title I Office Education Program Specialists for accuracy.*

**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:

- 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 it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

*The Maryland State Department of Education included questions related to each of the components described in Part 1 (above) in the LEA Application. The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding and will continue this work using FY 2013 SIG funds for pre-implementation activities. The templates provided in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Maryland will expect pre-implementation activities to occur prior to August 2014 and full implementation of LEA reform models to occur at the beginning of the 2014-15 school year.*

*The LEA application specifically requires each LEA to respond to the following with relation to each Tier I and Tier II school it elects to serve:*

- *Design and implement interventions consistent with the final requirements.*
  - *Each LEA will submit a letter of intent to apply for the grant within 15 days of the approval of the SEA application.*
  - *Each LEA with eligible Tier I and Tier II schools will participate in a technical assistance meeting with the Maryland State Department of Education in January 2014 at MSDE.*
  - *Technical assistance will be provided by the Title I Office and the Breakthrough Center, Maryland's statewide system of support throughout the application process.*

- *Recruit, screen, and select external providers, if applicable, to ensure their quality.*
  - *The LEA will demonstrate that it has developed procedures and a timeline to recruit, screen and select external providers. The process must include a variety of stakeholders. LEAs must select providers that can address specific priority needs that the LEA identified via the SIG application. These procedures will be articulated in the planning tool located in the LEA application. Note: Maryland does not evaluate providers or provide LEAs with a list of approved providers. Maryland's procedure for reviewing the LEA's process for selecting and evaluating the quality of providers is located in the LEA application. SEA's evaluation criteria for quality external providers includes reviewing the MOU between the external provider, the LEA, and the school for:*
    - a) *Alignment to the school's needs assessment*
    - b) *Identification of goals and achievement indicators*
    - c) *Alignment of the MOU deliverables*
    - d) *LEA's monitoring procedures for MOU deliverables*
    - e) *Specific plan with a timeline of activities the LEA will use to hold the external provider accountable for non-performance, including its process for non-renewal and early termination of the contract*
- *Align other resources with the interventions.*
  - *The detailed budget narrative the LEA submits with their application will provide evidence of how other resources are aligned with the selected intervention. Additional resources may include but not limited to: State and local funding; Title I, Part A; Title II; Title III; Title I, 1003(a); Race to the Top; Early Learning Initiative Grant funds; etc.*
  - *The budget narrative includes a detailed description as to how the resources are aligned with the selected intervention model(s), and will also contain pre-implementation activities that the LEA deems necessary for full implementation at the beginning of the SY 2014-2015.*
  - *The LEA must ensure that the school receives all of the State and local funds if would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.*
- *Modify its practices or policies, if necessary to enable it to implement the interventions fully and effectively.*
  - *The LEA will provide minutes of meetings and local Board of Education agendas that support the modification of policies or practices that will enable it to fully implement the intervention models effectively.*
  - *The LEA will identify specific policies, procedures, and guidelines that support the modification of policies or practices that will enable LEA to fully implement the intervention models effectively.*
- *Sustain the reforms after the funding period ends.*
  - *Within the LEA proposal the LEA is required to provide a narrative of how it identifies its actions to support individual Tier I and Tier II schools' implementation of the selected interventions. The LEA is asked to describe how it will ensure that improvement efforts can be sustained once this funding ends in each school plan including but not limited to policy creation/revision, human capital strategies to recruit and retain staff*
  - *The SEA will consider the following when evaluating the LEA's commitment:*
    - *Actions that support the modification of policies or practices that will enable it to fully implement the intervention models effectively.*
    - *Alignment of the budgets toward efforts that are sustainable and the SEA's willingness to re-evaluate budgets throughout the grant period.*
    - *Ongoing and job-embedded professional development that responds to identified needs in all of its schools.*
    - *Alignment of other resources, people, time and funding, to support the reform effort.*

- *The membership of the Turnaround Executive Support Team and its time commitment to support the ongoing implementation and sustainability of the reforms.*

*As part of this application, Maryland has developed a Reviewer's Tool which will be used by the State's review panels to evaluate: School Identification; Needs Assessment; School Pre-Implementation Plans; School Intervention Plans; LEA Monitoring; LEA Capacity and Commitment; LEA Fiscal Responsibilities; and LEA GEPA, Assurances and Waivers. The Reviewer's Tool serves as a gauge to determine capacity to sustain the models after the funding period. The Reviewer's Tool is located in Appendix D of the LEA application. The indicators in the Reviewer's Tool will also become part of the SEA's regular monitoring tools used to track the work of the LEA and the school as the intervention model is adopted and implemented.*

***Additional evaluation criteria:*** *Overall, the SEA will review the results of the Consensus Reviewer's Tool and determine if additional information is requested from the LEA. Any response that receives an overall (consensus) "incomplete and insufficient" for all criteria reviewed will need clarification from the LEA for approval of the grant application. LEAs must have complete and approvable responses for all components and demonstrate capacity 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 in each identified school. An application must have all issues resolved and the LEA must participate successfully in the interview process of the application protocol for final approval.*

**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?

*The Maryland State Department of Education included questions related to each of the components described in Part 1 (above) in the LEA Application. The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding and will continue this work using FY 2013 SIG funds for pre-implementation activities. The templates provided in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Maryland will expect pre-implementation activities to occur prior to August 2014 and full implementation of LEA reform models to occur at the beginning of the 2014-15 school year.*

*Pre-implementation activities must be included in each school budget or LEA budget, where applicable. As part of this application, Maryland has developed a Reviewer's Tool which will be used by the State's review panels to evaluate budgets submitted by each LEA. This tool is located in Appendix D of the LEA application. Budget(s) will be reviewed by the SEA Title I Office specialists for accuracy.*

(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?

*The LEA will complete the pre-implementation activity for the models selected for each school. In addition, the LEA must submit a written monthly update report of completed pre-implementation activities to the SEA. It must include the status of the budget, hiring, and other activities designed to prepare the schools for full implementation in the 2014-2015 school year. This update report will be added as an agenda item for the monthly Breakthrough Center meetings. Pre-implementation activities must align to the schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2014-2015 academic*

school year. The following allowable Activity Categories are listed in the LEA Application. LEAs must select from the Activity Categories below.

Activity Categories with Sample Activities:

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey parents, students, and community to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- **Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Maryland will utilize the Reviewer's Tools which will be used by the State's review panels for the FY 2013 SIG proposals, to evaluate the pre-implementation activities of the LEA to implement the model through the LEA's responses to the items above.

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

## **C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

### **Maryland's process and timeline for approving LEA applications is as follows:**

- *Immediately following the approval of the SEA application, the SEA will distribute the grant application, via electronic and US postal service to all LEAs with eligible Tier I and Tier II schools.*
- *Fifteen (15) days following the approval of the SEA's application by the United States Education Department, the LEA must submit a "Letter of Intent" to apply for the 2013 Title I 1003(g) School Improvement Grant. (Appendix B of the LEA application.)*
- *The SEA will provide technical assistance to all LEAs that intend to submit a proposal in January 2014 during the development of the grant application. LEA attendance is mandatory.*
- *SEA will conduct the Restructuring Implementation Technical Assistance (RITA), school audit, as a component of the LEAs comprehensive needs assessment for each of its identified schools in February 2014.*
- *The **First Draft including Pre-Implementation Activities** will be due to the SEA on or before April 4, 2014. It will be reviewed by a panel consisting of cross-divisional SEA staff. The reviewer will read each application and review it independently. The review teams will meet and provide feedback based on consensus. Feedback will be provided to the LEA within ten days of the submission. Should a revision be needed, the LEA will submit a second draft. The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding and will continue this work using FY 2013 funds for pre-implementation activities.*
- *The **Second Draft** will be due to the SEA on or before May 9, 2014. The review panel will review the revisions, using the Reviewer's Tool, and provide feedback within ten days. Should the LEA not be on track to successfully submit an approvable application by June 6, 2014, the SEA will meet with the LEA regularly to provide support and technical assistance in order to secure an approvable application.*
- *The **Third/Final Draft** is due June 6, 2014. If approval, MSDE will move the application on to the SIG Application Interview. If not approvable, MSDE will continue to provide technical assistance to the LEA. The timeline will be adjusted for additional submissions. However, some applications may not be approved if any components of the application are determined to be not approvable.*
- *SEA will conduct a **SIG Application Interview** between June 10-13, 2014 with the Turnaround Executive Support Team and the Central Support Team of each LEA based on the final draft of each application prior to the final approval.*
- *The **Final Submission** of the application packet is due following a successful interview demonstrating the LEA's capacity and commitment for full implementation of the models in each identified Tier I and Tier II school. The LEA will submit an original hard copy of the of the signed grant application, including signed C-1-25, proposed three year budget, and General Assurances signature page. The packet must be received at **MSDE by 4:00 p.m. on or before June 19, 2014**. The original application and three copies of the original, bear clipped, and a thumb drive containing a PDF of the proposal must be submitted.*
- *Grant awards will not be issued until an application is fully approved following the required interview.*
- *The approved grant application will be housed in the Division of Student, Family, and School Support, Program Improvement and Family Support Branch of the Maryland State Department of Education.*
- *All approved grants will be posted on MSDE's website upon final approval of the grant application.*
- ***Intervention Model must be implemented at the start of the 2014-2015 academic year. The funds will be used for all three years of the grant award (July 1, 2014-September 30, 2017).***

**Note: Dates are subject to change**

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

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

*An LEA will submit a culminating matrix for each Tier I and Tier II school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the Tier I and Tier II schools. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal.*

**Sample Culminating Matrix:**

<b>LEA:</b>
<b>Name of Tier I or Tier II School:</b>
<b>Intervention Model:</b>
Goal #1:
Indicate Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Indicate Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

*The SEA will perform site visits at each Tier I and Tier II school. The primary function of these site visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment. Each school site monitoring visit will be summarized in a written report.*

*Based upon evidence reviewed documenting LEA and school implementation, each school’s site visit monitoring reports, monthly meetings with LEA leadership, the SEA will determine the LEA’s capacity to ensure goal attainment, and subsequent renewal of the School Improvement Grant funds. The SEA will make a decision if a LEA’s Title I SIG, section 1003 (g), is renewed for the next school year. In order to make that determination, the SEA will review the following criteria:*

- *Level of Implementation Ratings for each Model;*
- *Fiscal Monitoring Spend Downs;*
- *LEAs Commitment and Capacity; and*
- *Quarterly Reports*

*Based on a point value for each criterion the SEA will make a determination on grant renewal using a renewal scoring key.*

(2) 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. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

*An LEA will submit a culminating matrix for each Tier III school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the Tier III school. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal. The SEA may perform site visits at Tier III schools. The primary function of these site visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal strategies. Summary documentation will be collected from each school site visit monitoring reports.*

*Based upon evidence reviewed from the culminating matrix documenting LEA and school implementation, each school’s site visit monitoring reports, monthly meetings with LEA leadership, the SEA will determine the LEA’s capacity to ensure goal attainment, and subsequent renewal of the School Improvement Grant funds.*

*If the school is making academic progress (as measured by the state assessment), the grant will be renewed. If not, the LEA will need to revise the plan and resubmit for approval before the grant will be renewed.*

**Note: Maryland does not anticipate there will be any Tier III schools served with FY 2013 SIG funds due to the amount of funding Maryland receives.**

**Sample Culminating Matrix:**

<b>LEA:</b>
<b>Name of Tier III School:</b>
<b>Intervention Strategies:</b>
Goal #1:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

(3) 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 Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

*An LEA will ensure full and effective implementation of the selected school intervention model for Tier I and Tier II schools they are approved to serve. LEAs will submit to the SEA a quarterly summary report of the*

*monitoring/oversight that has been completed and the progress the school has made towards achieving their goals. The SEA will perform onsite visits at Tier I and Tier II schools. The primary function of the onsite visits is to review and analyze all facets of a school's implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment.*

*SEA School Improvement Grant Teams (SIG Teams) will conduct two onsite monitoring visits annually at each of the Tier I and Tier II schools and three onsite programmatic and fiscal monitoring visits with district level team (staff responsible for the technical assistance and administrative support). In addition, an initial school walkthrough visit will be conducted at each of the schools at the beginning of each school year for each year of the grant.*

### **LEA Monitoring Visits**

- **Program:** *Conduct three onsite monitoring visits with the LEA central support team and the Turnaround Executive Support Team annually to monitor their leadership and support to the identified schools. School principals will be included in the first LEA monitoring visit only. The SEA will discuss the approved SIG with the school leadership and district staff to ensure that all parties are familiar and understand the approved goals and the consequences for not making progress toward meeting the goals.*
- **Fiscal:** *Conduct three onsite monitoring visits with the LEA fiscal/grant office representatives to monitor district and school funding. In addition and as a best practice, the LEA is required to submit electronic fiscal reports monthly to the SEA for each school and the LEA. LEAs must document that principals are copied on these monthly spend down reports.*

### **Priority SIG Schools Visits**

- *September - October: SEA will meet with the school principal and conduct an initial school walk-through.*
- *January – February: SEA will conduct an onsite visit at each identified Tier I and Tier II school to monitor and review documentation that substantiates the school's implementation of its approved intervention model. This visit will include an interview with key school stakeholders and school walkthrough.*
- *April – May: SEA will conduct an onsite visit at each identified Tier I and Tier II school to monitor the impact of SIG on teaching and learning in the instructional classrooms based on four domains: instructional planning; instructional delivery; teacher-student engagement; and classroom management. This visit will include an interview with the school leadership team.*

(4) 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.

a. *Tier I schools have been identified using Maryland's definition of persistently lowest achieving schools (PLA). Schools were listed in rank order based on their overall weighted rank. LEAs will be granted school improvement funds if the LEA submits a grant application that adequately addresses the needs of the schools(s) and demonstrates the capacity to implement the model it selected for each Tier I school. Should the SEA not have sufficient funds to support all LEAs with schools in Tier I, the SEA will fund LEAs with schools that have the highest academic need on the list of eligible Tier I Schools.*

*b. LEAs with schools in Tier II will be funded after all Tier I schools are funded. Tier II schools have been identified with Maryland's definition of persistently lowest achieving schools and listed in rank order. Should the SEA not have sufficient funds to fund all LEAs with schools in Tier II, the SEA will fund LEAs with the highest poverty schools on the list of eligible Tier II schools.*

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

*Maryland does not anticipate there will be any Tier III schools served with FY 2013 SIG funds due to the amount of funding Maryland receives.*

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

*Maryland will not take over any Tier I or Tier II schools.*

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, 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.

*Maryland does not intend to provide services directly to any school in the absence of a takeover. LEAs will implement their choice of intervention models within the guidelines of the regulations. Maryland will offer services through its statewide system of support, The Breakthrough Center, and, upon mutual agreement between the LEA and the SEA enter into an agreement via a Memorandum of Understanding.*

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

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 Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.

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 provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

- If a Tier I or Tier II school, or priority school, as applicable, 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 Tier I and Tier II school or priority school, as applicable.
- 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 will reserve no more than 5% of funds to be used at the SEA level for the activities listed below:*

- a. *The SEA will reserve funds that will be used to convene school improvement grant (SIG) **monitoring** teams who will be led by specialists from the Program Improvement and Family Support Branch of the Maryland State Department of Education. Each SIG school and LEA will be monitored a minimum of twice a year. The SEA will draw cross divisional team members with expertise and success in all or some of the following areas:*
  - School improvement;*
  - LEA administrative leadership;*
  - School Principal Leadership;*
  - Reading, Mathematics, Special Education, or ELL instruction depending upon the needs identified by the LEA;*
  - School Culture and Climate; and/or*
  - Family and Community Engagement.*
- b. *The SEA has reserved funds to support the salaries of Title I school support specialists who are also part of the School Support Team and will provide direct assistance and oversight to the identified Tier I, Tier II and Tier III schools. The specialists will be assigned as teams to LEAs with schools served by the school improvement grant. They are charged with working directly with the Central Support Teams and the Turnaround Core Executive Team in each LEA as models and strategies are being developed, implemented and monitored. They will oversee the spend down of funds, budgets, and program implementation. The school improvement specialists will become the first line between the SEA and the LEA during the three-year grant process.*
- c. *Maryland will use administrative funds from the school improvement grant to support LEAs through the Breakthrough Center and Title I Office. The SEA will participate in an ongoing consultation process (with identified LEA staff) to determine the alignment of resources in the impacted schools in order to make decisions which will improve teaching and learning for all children as they achieve proficient and advanced levels of student achievement on state assessments.*

*Based on the final decisions by the LEA, the SEA will offer to broker and/or provide services at the school level to meet the specific needs of the school community in the following areas:*

- Curriculum;*
- Instruction;*
- Assessment;*
- School Culture and Climate;*
- Students, Family, and Community Support;*
- Professional Development with Accountability;*
- Effective Leadership;*
- Organizational Structure and Resources; and*
- Comprehensive and Effective Planning.*

*Funds have been reserved to partially support a Breakthrough Center Officer (BTO) position for the Breakthrough Center, and for materials associated with providing technical assistance to Tier I and Tier II schools. The BTO will analyze low-performing school to identify the leadership, assessment, curriculum, professional development, technology, or other changes necessary to improve educational outcomes in low-performing schools. Technical assistance from the Breakthrough Center may include activities such as offering services to LEAs which will assist the LEAs in developing district capacity or measure its capacity to support its identified schools. Tier III schools will be served only if the needs have been met in Tier I and Tier II schools.*

- d. The SEA will utilize the Restructuring Implementation Technical Assistance (RITA) Initiative, developed in January 2007 as a response to the Title I, Part A requirements for the SEA to provide technical assistance to low performing schools. The RITA process is designed to assist Restructuring Implementation schools in identifying programs and systems that are effective and those that need to be eliminated or improved to advance student achievement. RITA establishes teams of highly skilled educators to work in concert with school districts and schools, using a thoughtful, systematic, evidence-based process in order to provide constructive recommendations for the LEA and the school that will improve teaching and learning. An overview of the RITA process is provided as Appendix F of the LEA application. The SEA will reserve funds to conduct the RITA visits at the schools the LEAs choose to serve with the FY 2013 grant. The RITA teams will be comprised of education experts in curriculum; instruction; assessment; school culture and climate; student, family, and community support; professional development with accountability; effective leadership; organizational structure and resources; and comprehensive and effective planning.*
- e. Maryland will develop monitoring tools that are school specific based on the model selected. Maryland will continue to modify these monitoring tools when amendments are granted to LEAs so they clearly match the activities and strategies for each individual school. School improvement funds will be used to support the cost of monitoring visits to LEAs and schools as they implement their models. Quarterly Summary Reports will be used as interim measures of success, based on the progress of the leading indicators. The SEA will analyze annual state assessment data and other indicators of success described in the LEA application to determine whether or not the model has been implemented successfully.*

## **G. 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.

*Note: Maryland has scheduled a conference call with the Committee of Practitioners on December 16, 2013. Documentation will be provided to US Department of Education.*

**H. 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.**

Maryland 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 Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: New List Waiver**

**Because the State neither must nor elects 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 list it used for its FY 2010 competition.**

**Waiver 2: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 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.

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: 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 that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, 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 persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

**Maryland** 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 Tier I, Tier II, or 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 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 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 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

*Maryland’s ESEA Flexibility Plan was approved in May 2012.*

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 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 Tier I, Tier II, and Tier III Title I

participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 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 the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in 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 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

***Maryland’s ESEA Flexibility Plan was approved in May 2012.***

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 Tier I, Tier II, or Tier III 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 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.

## I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

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.

[http://www.marylandpublicschools.org/press/12\\_06\\_2013.html](http://www.marylandpublicschools.org/press/12_06_2013.html)

*Maryland provided public notice to solicit comments from the LEAs and the public regarding specific waiver requests for SIG FY 2013 Section 1003(g) from December 6-20, 2013. When comments are received Maryland will submit to US Department of Education.*

**Title I  
School  
Improvement**

**Title I 1003(g)  
FY 2013**

**Grant Period  
July 1, 2014 - September 30, 2017**

**Part II:  
LEA Application**

Request for  
Grant  
Proposals

Maryland State  
Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201

**Deadline Dates:**  
**First Draft including  
Pre-Implementation Activities  
due April 4, 2014**  
**Second Draft due May 9, 2014**  
**Third/Final Draft due June 6, 2014**  
**Final Submission due June 19, 2014**

## **TABLE OF CONTENTS**

<b>Table of Contents</b>	<b>2</b>
<b>Program Description</b>	<b>4</b>
<b>RFP Cover Sheet</b>	<b>9</b>
<b>Schools to be Served by LEA</b>	<b>10</b>
<b>List of Schools the LEA will Not Serve</b>	<b>11</b>
<b>Descriptive Information: Tier I and Tier II Schools</b>	<b>12</b>
<b>Cover Sheet/Background Information</b>	<b>13</b>
<b>Comprehensive Needs Assessment</b>	<b>14</b>
<b>Pre-Implementation Activities</b>	<b>20</b>
<b>Intervention Model Selection and Descriptive Information</b>	<b>23</b>
<b>Turnaround Model</b>	<b>24</b>
<b>Restart Model</b>	<b>29</b>
<b>Transformation Model</b>	<b>33</b>
<b>Closure Model</b>	<b>42</b>
<b>Timeline for LEA Monitoring</b>	<b>44</b>
<b>Reporting Metrics</b>	<b>47</b>
<b>Tier III School Required Strategies and Plans of Action</b>	<b>48</b>
<b>LEA Commitments and Capacity</b>	<b>52</b>
<b>Central Support Team (CST)</b>	
<b>Turnaround Executive Support Team (TEST)</b>	
<b>Budgets</b>	<b>56</b>
<b>School Budget Narrative</b>	
<b>LEA Budget Narrative</b>	
<b>Consolidated Budget Narrative</b>	
<b>Summary of SIG Funding for Three Year Implementation</b>	
<b>Proposed Budget C-1-25</b>	<b>65</b>

**The General Education Provisions Act (GEPA) 66**

**Grant Specific and General Assurances 67**

**Appendices**

<b>Appendix A.1</b>	<b>List of Local Educational Agencies (LEA) with Qualifying Schools</b>	<b>69</b>
<b>Appendix A.2</b>	<b>List of Eligible Schools as Identified by the SEA</b>	<b>70</b>
<b>Appendix A.3</b>	<b>List of 2009 and 2010 SIG Schools</b>	<b>74</b>
<b>Appendix B</b>	<b>Sample Letter of Intent</b>	<b>75</b>
<b>Appendix C</b>	<b>Requirements for Intervention Models</b>	<b>76</b>
<b>Appendix D</b>	<b>Reviewers' Tools for LEA Application</b>	<b>82</b>
<b>Appendix E</b>	<b>Annual Goals Matrix for Tier I, II, and III Schools</b>	<b>114</b>
<b>Appendix F</b>	<b>Breakthrough Center</b>	<b>116</b>
<b>Appendix G</b>	<b>Overview of RITA (Restructuring Implementation Technical Assistance</b>	<b>120</b>
<b>Appendix H</b>	<b>SEA Waiver Documents</b>	<b>122</b>
<b>Appendix I</b>	<b>Public Notice and Comment</b>	<b>123</b>
<b>Appendix J</b>	<b>Consultation with Stakeholders Documentation</b>	<b>128</b>

## PROGRAM DESCRIPTION

<b>Name of Grant Program:</b>	FY 2013 Title I 1003(g) School Improvement Grant
<b>Authorization:</b>	2001 Reauthorization of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1
<b>Amount of Funds:</b>	<p>Total amount of funds for the SY 2013 Title I 1003(g) School Improvement Grant (SIG) is: \$6,619,995</p> <p>Individual grant awards will range from not less than \$50,000 per school to no more than \$2,000,000 per each priority school annually.</p> <p>The SEA will allocate SIG funds to a local education agency (LEA) in an amount that is sufficient size and scope to support a school intervention model in its priority schools that the LEA commits to serve.</p> <p>Sub-grantees may apply for two additional one-year periods of funding if the SEA determines the LEA is making progress toward meeting the requirements in Section II.A.8 or the goals established by the LEA.</p>
<b>Grant Period:</b>	July 1, 2014- September 30, 2017
<b>Dissemination of the Application:</b>	Upon approval of the SEA's application by the United States Department of Education (USDE)
<b>Deadline for Receipt of Letter of Intent:</b>	<p>Fifteen (15) days following the approval of the SEA's application by the United States Education Department (USED).</p> <p>A "Letter of Intent" to apply for the 2013 Title I 1003(g) SIG must be received by the Maryland State Department of Education by 4:00 p.m. fifteen days after the approval of the SEA application (Appendix B contains a sample letter.)</p>
<b>Deadline for Receipt of First Draft &amp; Pre-Implementation Activities with budget:</b>	On or before April 4, 2014

**Deadline for Receipt of Second Draft:**

On or before May 9, 2014

LEAs with applications that require significant revisions after the May 9, 2014 submission will be required to meet with MSDE staff for additional technical assistance.

**Deadline for Receipt of Third/Final Draft and Final Submission:**

On or before June 6, 2014. Final Submission is due on or before June 19, 2014 after notice from MSDE that the LEA has completed the interview process successfully.

Grant awards will not be issued until the final submission is approved.

The final submission will be an original hard copy of the grant application to include a signed C-1-25 budget form, assurance page and a three-year budget for each school the LEA intends to serve. Signatures must be in blue ink.

Three hard copies of the application along with a PDF file (on a flash drive) must be submitted with the original.

**PLEASE CAREFULLY CONSIDER THE DIRECTIONS IN THIS GRANT APPLICATION.**

Timelines will be enforced.

MSDE will provide a mandatory orientation and technical assistance meeting in January 2014 for all LEAs that intend to submit a proposal. The meeting will be held at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, Maryland 21201.

Notice of the meeting and RSVP will be forthcoming in early January 2014.

## **A. Purpose of the Title I Section 1003(g) School Improvement Grant:**

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 "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). 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.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

## **B. Eligible Applicants:**

These funds will be available only to LEAs with schools identified as Tier I, Tier II, or Tier III Schools by the Maryland State Department of Education (MSDE), under Maryland's 2010 Definition of Persistently Lowest-Achieving Schools.

## **C. Use of Grant Funds:**

Funds may only be used in Tier I, Tier II, or Tier III Schools the LEA is approved to serve. The LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. Descriptions of the requirements for each of these models can be found in Appendix C.

## **D. Measurable Outcomes:**

1. The LEA must describe annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II, and Tier III Schools that receive SIG funds.
2. School districts and schools that receive SIG funds will make annual goals that result in increased use of data and will create systems of continuous feedback and improvement.

## **E. USDE Required School Improvement Strategies:**

Under the direction of the LEA, each participating Tier I and Tier II school will implement one of four intervention models -- turnaround model, restart model, school closure, or transformation model. The requirements for each of these models can be found in Appendix C. The LEA must demonstrate that it has analyzed the needs of each school and selected an intervention model for each school that reflects the individual school's needs.

## **F. Supplement *Not* Supplant:**

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services.

An LEA may use SIG funds to pay for district-level activities to support implementation of one of the four school intervention models in each Tier I and Tier II school. **An LEA may not use SIG funds to support district-level activities for schools that are not receiving SIG funds.**

## **G. Fiscal Reporting Requirements:**

2013 SIG Regular funds may be used in combination with regular 2012 Carryover SIG funds but must be tracked separately from the Title I Basic Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. This funding number must not be the same number that is used for the Title I Basic Grant award or Regular 1003(a) SIG.

## **H. The General Education Provisions Act (GEPA), Section 427:**

These federal funds shall not be used for administrative purposes except as noted in section F above. Each LEA must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

## **I. Proposal Format and Submission Procedures:**

The application package, excluding application cover sheet, table of contents, itemized budget forms, budget narratives, signed assurances, and strategies/activities worksheets must **meet the following criteria:**

- The application package must use line spacing of at least 1.5 and a 12-point font size in Times New Roman.
- All pages of the application package must use one-inch margins and be numbered.
- Charts may use single-spacing and type size of 10-point font.
- The unbound original application should be on a standard size (8 1/2 x 11) paper of regular weight.
- The prescribed cover sheet must be the first page of the application.
- The original document (with budget sheets and assurances) must be signed in **blue ink.**
- Final submission must include three copies along with a PDF version on a flash drive.
- Mail, or deliver in person, the unbound original copy, three copies and the PDF version, along with a signed budget page and assurances to:

**Maryland State Department of Education**  
**Division of Student, Family, and School Support - 4<sup>th</sup> Floor**  
**200 West Baltimore Street**  
**Baltimore, Maryland 21201-2595**  
**Attention: Tina McKnight, Interim Director**  
**Program Improvement and Family Support**

**TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT, FY 2013**

**July 1, 2014 - September 30, 2017**

**REQUEST FOR PROPOSAL COVER SHEET**

**LOCAL SCHOOL SYSTEM:** \_\_\_\_\_

**CONTACT PERSON:** \_\_\_\_\_

**POSITION/TITLE:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TELEPHONE NUMBER:** \_\_\_\_\_

**FAX NUMBER:** \_\_\_\_\_

**E-MAIL:** \_\_\_\_\_

**DATE SUBMITTED:** \_\_\_\_\_

**MSDE Project Contact**  
**Tina McKnight, Interim Director**  
**Program Improvement and Family Support Branch**  
Title I School Improvement Grants  
(410) 767-0286 phone  
(410) 333-8010 fax  
[tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us) E-mail

**Section A**

**Due to available FY 2013 SIG Funds, Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Tier I and Tier II schools to ensure sufficient support for full implementation of the intervention models. Maryland will not award funds to Tier III schools before all Maryland’s Tier I and Tier II schools that LEAs commit to serve and have the capacity to serve are served.**

Indicate the Tier I and Tier II schools the LEA will serve by completing Table A.1 below. The LEA must also complete Table A.2 indicating the Tier I and Tier II schools the LEA will not serve, if applicable. The list of eligible schools may be found in Appendix A.2. Add more rows as needed.

For Tier I and Tier II Schools, identify the **Intervention Model Selected** for each school. Descriptions of each model are included in Appendix C.

**Table A.1**

**Tier I, Tier II, or Tier III Schools to Be Served by the LEA**

	School Name	NCES ID #	MSDE ID #	Tier I	Tier II	Tier III	Title I SW or TAS	<b><u>Intervention Model Selected</u></b>			
								Turnaround	Restart	School Closure	Transformation
1											
2											
3											
4											

**Table A.2**

**Tier I or Tier II Schools Not to Be Served by the LEA**

	School Name	NCES ID #	MSDE ID #	Tier I	Tier II	Reasons LEA Chooses not to Serve the Tier I or Tier II School
1						
2						
3						
4						

## **Section B: Descriptive Information**

For each school the LEA is committed to serve, the LEA must complete, a comprehensive needs assessment, the intervention model template, LEA Capacity and Commitment Template and Budget Templates. In addition, the application must contain the information requested in Table B1.

The following areas must be addressed for each participating school through the completion of the intervention model template for each school.

### **B.1 DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each 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, such as instructional programs, school leadership and school infrastructure and selected an intervention for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Determine its capacity 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 required activities of the school intervention model it has selected;
  - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - 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 Tier I and Tier II school identified in the LEA's application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school that receives school improvement funds including by-
  - Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and
  - Measuring progress on the leading indicators as defined in the final requirements..
- (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 Tier I and Tier II schools.

**B.2 Cover Page**

Duplicate the cover sheet below and provide the requested information for *each* Tier I, Tier II, or Tier III School the LEA will serve with 2013 Title I 1003(g) School Improvement Funds.

Tier I, Tier II, or Tier III School	
School Name: Address:	LEA Point of Contact (POC) Name & Position:  Phone#: Email Address:
Grade levels enrolled (SY14):	Number of Students Enrolled (SY14):
Tier Level Tier I _____ Tier II _____ Tier III _____	
Title I Status: _____ Schoolwide Program      _____ Targeted Assistance Program  _____ Title I Eligible Secondary School	
Waiver Request(s):  _____ Requested for this School  _____ Not Requested for this School	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart _____ Transformation
Amount the LEA is requesting from FY 2013 Title I 1003(g) School Improvement Funds for each of the next three years.	
Pre-implementation	\$
Year 1: SY 2014-2015	\$
Year 2: SY 2015-2016	\$
Year 3: SY 2016-2017	\$
Total Amount of Funding Requested for this school	\$

**B. 3 Comprehensive Needs Assessment for Tier I and Tier II schools**

For each 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, such as instructional programs, school leadership and school infrastructure, and selected an intervention for each school aligned to the needs each school has identified.

**Complete Table B.3 to demonstrate the LEA has analyzed the needs of each Tier I and Tier II school it commits to serve in order to select an intervention model that is aligned to the needs of the school. A thorough analysis will enable the LEA to demonstrate it has the capacity to identify areas of need and assist with providing adequate resources related to support of each Tier I and Tier II school identified in the LEA application.**

**Table B.3 Comprehensive Needs Assessment**

<b>Name of School:</b>	<b>Tier:</b>
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).</b>
<p><b><u>1 Student Profile Information( include trend analysis)</u></b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups (including gender)- # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early</li> </ul>	

<b>Name of School:</b>		<b>Tier:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>		<b>LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).</b>	
college high schools, dual enrollment classes) # and % of students <ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>			
<b><u>2 Staff Profile</u></b> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li> <li>• Number and % of teaching faculty’s total classroom instruction experience:             <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty’s service at this school:             <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English</li> </ul>			

<b>Name of School:</b>	<b>Tier:</b>
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).</b>
<p>resource personnel</p> <ul style="list-style-type: none"> <li>• Number of school-based mathematics and data/analysis resource personnel</li> <li>• Number and % of paraprofessionals who are qualified</li> <li>• Number of mentor teachers and number of teachers being supported</li> <li>• Teacher and administrator attendance %</li> </ul>	
<p><b><u>3 Student Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State assessments by the “all student” category and all subgroups</li> <li>• Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup</li> <li>• Graduation Rate</li> </ul>	
<p><b><u>4 Rigorous Curriculum</u></b></p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	

Name of School:	Tier:
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).</b>
<b><u>5 Instructional Program</u></b> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> </ul>	
<b><u>6 Assessments</u></b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>	
<b><u>7 School Culture and Climate</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	

Name of School:	Tier:
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).</b>
<b><u>8 Students, Family, and Community Support</u></b> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> <li>• Communication of information with parents/guardians about student achievement data</li> <li>• Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>• Engagement of parents/guardians in school decision making and school activities.</li> </ul>	
<b><u>9 Professional Development</u></b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	
<b><u>10 Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	

<b>Name of School:</b>		<b>Tier:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>		<b>LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).</b>	
<b><u>11 Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>			
<b><u>12 Effective Leadership</u></b> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>			

## **B.4 Pre-Implementation Template**

Complete the Pre-Implementation Template and include it with each Tier I and Tier II school's plan following the Needs Assessment. If the Closure Model is selected, complete the Family and Community Engagement activities only.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2014-2015 school year at each school. To help in its preparation, an LEA may use federal FY 2013 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2013 SIG funds. The Pre-Implementation Template below contains a list of allowable pre-implementation activities. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model, and be fully implemented prior to the beginning of the 2014-2015 academic school year. The pre-implementation costs must be reasonable, necessary, and allowable.

School:	Intervention Model:	Tier:
<b>Pre-Implementation Activities</b>	<b>Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools</b>	<b>Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation.</b>
<p><b><u>Activity Categories with Sample Activities:</u></b></p> <p><b>1. Family and Community Engagement:</b> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new</p>		

School:	Intervention Model:	Tier:
<b>Pre-Implementation Activities</b>	<b>Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools</b>	<b>Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation.</b>
<p>schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p> <p><b>2. Rigorous Review of External Providers:</b> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p> <p><b>3. Staffing:</b> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p><b>4. Instructional Programs:</b> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p><b>5. Professional Development and Support:</b> Train staff on the implementation of new or revised instructional programs and</p>		

School:	Intervention Model:	Tier:
<p align="center"><b>Pre-Implementation Activities</b></p>	<p align="center"><b>Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools</b></p>	<p align="center"><b>Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation.</b></p>
<p>policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p><b>6.Preparation for Accountability Measures:</b> Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>		
<p><b>LEA must describe its plans to prepare written monthly status reports of completed pre-implementation activities for the SEA including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2014-2015 ( to be reported at the monthly MSDE Breakthrough Center meetings).</b></p>		

### **B.5. Intervention Model Selection and Descriptive Information**

- **The LEA must select an Intervention Model for each Tier I and Tier II school it decides to serve based on the comprehensive needs assessment of the school.**
- **Using the templates below for each of the SIG intervention models (turnaround, restart, transformation, and closure ) the LEA must describe actions it has taken, or will take to design and implement each Intervention model consistent with the final requirements.**
- **LEA application requirements are embedded in each template.**

**B.5a. Turnaround Model**

**School Name and Number:**

**Tier:**

**Intervention Model: TURNAROUND MODEL**

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

SY 2015:

SY 2016:

SY 2017:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2014/15 only** ( to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2015:

SY 2016:

SY 2017:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2014/15 only** ( to be updated annually upon renewal of the grant)

**Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the

**School Name and Number:**

**Tier:**

**Intervention Model: TURNAROUND MODEL**

community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

**Model Selection:**

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

**Modification of Practices or Policies to enable the school to implement this model fully:**

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, the Turnaround Model requires increased learning time for all students. The LEA must describe practices and policies that are necessary to meet this model's requirements in the first full year of implementation.

**Alignment of Other Resources with the 1003(g) SIG:**

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG. The LEA must ensure that the school receives all of the State and local funds if would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**Sustainability of the Reforms:**

Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
1 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			
2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff			
3 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			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
4 Provide staff with 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			
5 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 SEA, 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 SEA to obtain added flexibility in exchange for greater accountability			
6 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			
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments)			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
to inform and differentiate instruction in order to meet the academic needs of individual students			
8 Establish schedules and implement strategies that provide increased learning time			
9 Provide appropriate social-emotional and community-oriented services and supports for students			
<b>Permissible Strategies for the Implementation of the Turnaround Model.</b>			
<i>LEA may implement additional LEA requirements or implement a themed school model.</i>			
List any additional permissible LEA strategies below			
Recruit, screen, and select external providers to ensure quality			
Implement a themed school model			

### B.5.b. Restart Model

**School Name and Number:**

**Tier:**

**Intervention Model : RESTART MODEL**

A restart model is one in which an LEA converts a school or closes and reopens 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Annual Goals for Reading/Language arts on State assessments for “all students” group and for each subgroup.

SY 2015:

SY 2016:

SY 2017:

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for **SY 2014/15 only** ( to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2015:

SY 2016:

SY 2017:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2014/15 only** ( to be updated annually upon renewal of the grant)

**School Name and Number:**

**Tier:**

**Intervention Model : RESTART MODEL**

A restart model is one in which an LEA converts a school or closes and reopens 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

**Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

**Model Selection:**

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

**Modification of Practices or Policies to enable the school to implement this model fully:**

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies that are necessary to meet this model’s requirements in the first full year of implementation.

**Alignment of Other Resources with the 1003(g) SIG:**

Describe, in detail, how the LEA will align other resources in this school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**Sustainability of the Reforms:**

Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

<b>Name of School:</b>		<b>Tier:</b>			
<b>Maryland's Required Components of the Restart Model</b>					
<b>Maryland's Required Components for the Restart Model</b>	<b>Prioritized Identified School Needs based on the Needs Assessment</b>	<b>Strategy to Address the Need</b>	<b>Person(s) Responsible</b>	<b>Timeline for Implementation</b>	<b>Documentation that can Used as Evidence of Successful Implementation</b>
<b>Data Points (from Needs Analysis)</b>					
<b>1. Student Profile</b>					
<b>2. Staff Profile</b>					
<b>3. Student Achievement</b>					
<b>4. Rigorous Curriculum</b>					
<b>5. Instructional Program</b>					
<b>6. Assessments</b>					

**School Name and Number:**

**Tier:**

**Intervention Model : RESTART MODEL**

A restart model is one in which an LEA converts a school or closes and reopens 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

<b>7. School Culture and Climate</b>					
<b>8. Student, Family, Community Support</b>					
<b>9. Professional Development</b>					
<b>10. Organizational Structure and Resources</b>					
<b>11. Comprehensive and Effective Planning</b>					
<b>12. Effective Leadership</b>					

**B.5.d. Transformation Model**

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	
Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.  SY 2015:  SY 2016:  SY 2017:  Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for <b><u>SY 2014/15 only</u></b> ( to be updated annually upon renewal of the grant)	
Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup.  SY 2015:  SY 2016:  SY 2017:  Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for <b><u>SY 2014/15 only</u></b> ( to be updated annually upon renewal of the grant)	
<b>Stakeholder Involvement:</b> Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the	

**School Name and Number:**

**Tier:**

**Intervention Model: TRANSFORMATION MODEL**

community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

**Model Selection:**

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

**Modification of Practices or Policies to enable the school to implement this model fully:**

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, describe how the LEA will identify and reward school leaders and teachers who have increased student achievement.

**Alignment of Other Resources with the 1003(g) SIG:**

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG. The LEA must ensure that the school receives all of the State and local funds if would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**Sustainability of the Reforms:**

Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

<b>Name of School:</b>		<b>Tier:</b>	
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Transformation Model (LEA must implement actions 1-11)</b>			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to <b>develop and increase teacher and school leader effectiveness:</b></i>			
1 Replace the principal who led the school prior to commencement of the transformation model			
2 Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- <ul style="list-style-type: none"> <li>a. Take 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 graduations rates</li> <li>b. Are designed and developed with teacher and principal involvement</li> </ul>			
3 Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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			
4 Provide staff with ongoing, high-quality, job-embedded professional development ( <i>e.g.</i> , 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			
5 Implement such strategies such 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 student in a transformation school.			

Name of School:		Tier:	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies</i>			
6 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			
7 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			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools</i>			
8 Establish schedules and implement strategies that provide increased learning time (as defined in this notice)			
9 Provide ongoing mechanisms for family and community engagement			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support</i>			
10 Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student			

Name of School:		Tier:	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
achievement outcomes and increase high school graduation rates			
11 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)			
<b>Permissible Strategies for the Implementation of the Transformation Model</b> <i>A transformation model is one which the LEA <u>may</u> implement any of the following strategies ( 12-26) to:</i> <ul style="list-style-type: none"> <li>• Develop and increase teacher and school leader effectiveness</li> <li>• Provide Comprehensive instructional reform strategies</li> <li>• Increase learning time and create community oriented schools</li> <li>• Provide operational flexibility and sustained support</li> </ul>			
12 Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13 Instituting a system for measuring changes in instructional practices resulting from professional development			
14 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			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
15 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			
16 Implementing a schoolwide “response-to-intervention” model			
17 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			
18 Using and integrating technology-based supports and interventions as part of the instructional program			
19 In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<p>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</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) 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</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>			
20 Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Transformation Model</b>	<b>LEA Design and Implementation of the Intervention Model (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
create safe school environments that meet students' social, emotional, and health needs			
21 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			
22 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			
23 Expanding the school program to offer full-day kindergarten or pre-kindergarten			
24 Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA			
25 Implementing a per-pupil school-based budget formula that is weighted based on student needs			
26 Recruit, screen, and select external providers to ensure quality			

### **B.5.c. School Closure Model**

#### **School Name and Number:**

#### **Intervention Model : SCHOOL CLOSURE**

School closure occurs when an LEA closes a school and enrolls 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. Refer to Appendix C for allowable expenditures for school closure. Note: Maryland LEAs will make closure decisions prior to June 30, 2014. Schools will be closed beginning July 1, 2015.

#### **Describe an overview of LEA's School Closure Process**

##### **Provide state assessment data for the schools for which the LEA has chosen the School Closure model.**

Provide state assessment data for the closing schools and the receiving school. Receiving school must have higher achieving data than the school to be closed. Provide these data for each school that will receive students from the school that will be closed. If the receiving schools have not yet been determined, note that the list of receiving schools and their state assessment data must be submitted to MSDE before school closure moves forward. Describe the proximity (distance) of the receiving schools to the closed school.

##### **Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the intervention selection process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.

##### **School Closure Costs:**

Describe, in detail, with a timeline how the LEA will use SIG funds in the closure process of the school. The LEA must ensure that the school receives all of the State and local funds if would receive in the absence of the school improvement funds and that those resources are aligned with the model requirements.

The maximum school improvement funds that can be used for the school closure model is \$50,000.

<b>Name of School:</b>		<b>Tier:</b>	
<b>School Closure Model</b>	<b>LEA Design and Implementation of the Intervention Model</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the School Closure Model</b>			
<b>1 Identify the school for closure</b>  Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.			
<b>2 Identify receiving schools for students from the closed school</b>  Describe specific action steps that the LEA will take to identify the receiving schools, transfer students into their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.			

**B.6.a Monitoring of Tier I and Tier II Schools**

Complete the following timeline for each Tier I and Tier II school with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

<b>Timeline for LEA Monitoring of Tier I and Tier II Schools- Year 1</b>	
<b>Intervention Model</b> _____ <b>School:</b> _____ <b>Tier:</b> _____	
Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school based on the goals established in each school’s plan. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.	
Year 1: Q1 (SY 2014-2015, July-Sept)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 1: Q2 (SY 2014-2015, Oct.-Dec.)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 1: Q3 (SY 2014-2015, Jan.-March)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 1: Q4 (SY 2014-2015, April- June)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>

**Timeline for LEA Monitoring of Tier I and Tier II Schools- Year 2**

**Intervention Model** \_\_\_\_\_ **School:** \_\_\_\_\_ **Tier:** \_\_\_\_\_

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.

Year 2: Q1 (SY 2015-2016, July-Sept)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 2: Q2 (SY 2015-2016, Oct.-Dec.)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 2: Q3 (SY 2015-2016, Jan.-March)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 2: Q4 (SY 2015-2016, April- June)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>

### Timeline for LEA Monitoring of Tier I and Tier II Schools- Year 3

**Intervention Model** \_\_\_\_\_ **School:** \_\_\_\_\_ **Tier:** \_\_\_\_\_

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.

Year 3: Q1 (SY 2016-2017, July-Sept)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 3: Q2 (SY 2016-2017, Oct.-Dec.)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 3: Q3 (SY 2016-2017, Jan.-March)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>
Year 3: Q4 (SY 2016-2017, April- June)	<b>Monitoring and oversight</b>
	<b>How progress will be assessed</b>
	<b>Quarterly Report submission</b>

**B. 6.b Monitoring of Tier I and Tier II Schools**

**Reporting Metrics**

To inform and evaluate the effectiveness of the interventions selected for Tier I and Tier II schools, MSDE will collect data on the required reporting metrics for the FY 2013 1003 (g) to measure the progress on the leading indicators as defined in the final requirements. Most of this data is already collected through EDFacts. However, MSDE must report some additional new data with respect to the school improvement funds.

Upon approval of the LEA’s grant application, the MSDE will inform the LEA how to collect the additional required school-level data for each Tier I and Tier II school it commits to serve. MSDE must report these metrics to the United States Department of Education for the school year prior to implementing the intervention, if the data are available. This data will serve as a baseline. Thereafter MSDE must report the data for each year for which funds are allocated to each participating Tier I and Tier II school. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected.

**The table below illustrates the additional Tier I or Tier II school level data that must be collected by the LEA and submitted to MSDE after approval of the LEA application.**

<b>Required Reporting Metrics to Measure Progress on Leading Indicators</b>	
Number of minutes within the school year	
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	
Distribution of teachers by performance level on LEA’s teacher evaluation system	
Teacher attendance rate (Maryland also collects principal attendance rate)	

**Complete the Table below and include with the LEA Application:**

<b>LEA Process for Submission of the Data on the Required Metrics for the Leading Indicators</b>	
Provide the LEA’s Process for Collecting and Reporting the data for the Leading Indicators	
Identify who will have the responsibility to collect and submit the data	

**C. Tier III Schools- Strategies and Plan of Action**

**Due to available FY 2013 SIG Funds, Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Tier I and Tier II schools to ensure sufficient support for full implementation of the intervention models. Maryland will not award funds to Tier III schools before all Maryland’s Tier I and Tier II schools that LEAs commit to serve, and have the capacity to serve, are served. If funds are available, the following are services and/or strategies the LEA will implement in Tier III Schools.**

**Strategies the LEA Must Use to Help the School Meet its Annual Goals**

The LEA must select one or more of the strategies listed below that it determines will be the most effective in building the school district’s and funded school’s capacity to improve student achievement and move the school out of improvement status. The selection of the strategies must be based on data that reflect the district’s and school’s individual circumstances. For instance, a district may look at each student subgroup not meeting AYP and investigate the research to determine which practice has the highest likelihood of increasing the achievement of that particular group of students. Those selected practices then become appropriate to be supported by School Improvement Grant – Section 1003(g) funds.

**Strategies to Allow each Tier III School to Meet its Annual Goals**

Name of Tier III School:	
Strategy	Description of Strategies LEA will implement in Tier III Schools
1.	<p>LEA will coordinate with the school to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures.</p> <p>Each LEA will work with the school to create a professional development plan that takes into consideration the various needs of the instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:</p> <ul style="list-style-type: none"> <li>• Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;</li> <li>• Align with the Maryland Professional Development Standards for Staff Development that focus on context, process, and content standards (<a href="http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards">http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards</a>); and</li> <li>• Provide time for all staff to collaborate and plan strategy implementation.</li> </ul> <p>LEAs will target research-based strategies to change instructional practice in order to address the academic achievement problems that led to the school not making AYP.</p>

2.	<p>Each LEA will assist or coordinate the development of a plan that clearly identifies the expected outcomes for students. Plans will include, but not be limited to, data retreats, professional learning communities and continual self-monitoring of individually targeted student progress.</p> <p>Additionally, each LEA will assist or coordinate efforts to explore tools that identify the local alignment of curricula, curriculum mapping, or other tools that align with Maryland’s Voluntary State Curriculum. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the LEA will assist the school implement strategies that support these efforts. The LEA must assist the school in implementing approaches that educate targeted students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and/or differentiated instruction, parental involvement, and access to a standards-aligned core curriculum.</p>
3.	<p>LEAs may create partnerships among external entities to obtain technical assistance, professional development, and management advice to support Tier III schools. Grantees are encouraged to create partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.</p>
4.	<p>LEAs may consider strengthening the parental involvement component of the Tier III school improvement plan and may work with other technical assistance providers to provide opportunities for parents to become more involved in the educational process.</p>
5.	<p>LEAs may implement other strategies it determines appropriate, (subject to approval by the SEA) for which data indicate the strategy is likely to result in improved teaching and learning in Tier III schools. Schools, assisted by the LEA, will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes</p>
6.	<p>LEAs may implement the Turnaround Model in a Tier III School See Appendix C</p>
7.	<p>LEAs may implement the Closure Model in a Tier III School See Appendix C</p>
8.	<p>LEAs may implement the Restart Model in a Tier III School See Appendix C</p>

**Plan of Action for each Tier III School:**

The LEA should complete the Plan of Action for each Tier III school it will serve. The following information should be included in the plan of action for each strategy/activity selected.

- 1. Strategy Number and Description from the list of strategies above.**
- 2. Who is taking the lead and who will participate?** Schools will provide the names of all lead persons and participants. The principal must always be included.

3. **When will it occur?** Schools should list the action steps to be taken with the time. This type of detail allows the LEA and the reviewers to understand when the activities are to occur.
4. **How will the effectiveness of this strategy be determined?** LEAs should discuss:
  - What assessments (formative, interim, and summative) will be used to determine if the selected strategy/activities has been effective?
  - What other evaluation tool will be used to determine effectiveness of the strategy/activities?
  - How often will the strategy/activities be monitored or assessed for effectiveness?
5. **Who will monitor and evaluate the implementation?** The Central Office Support Team should have the responsibility for monitoring and evaluating the implementation of this grant in Tier II schools. The Title I Office should be represented on this team.
6. **How will the LEA provide technical assistance and support to help each Tier III school address its priority need(s)?** The various offices and teams assigned to Tier III schools can be listed. The Title I Office specifically should discuss how it will support the school.

**Plan of Action for Tier III Schools**

<b>Tier III School Plan of Action</b>					
<b>Name of School:</b>					
<b>Annual Goals:</b>					
<b>Quarterly Milestone Goals:</b>					
<b>Strategy Number and Description</b>	<b><i>Who</i> is taking the lead and <i>who</i> will participate?</b>	<b>When will it occur?</b>	<b>How will the effectiveness of this strategy be determined?</b>	<b>Who will monitor and evaluate the implementation?  (Central Support Team)</b>	<b>How will the LEA provide technical assistance and support to help each Tier III school address its priority need(s)?</b>

**D.1 LEA Commitment and Capacity**

LEAs that accept 2013 Title I 1003(g) school improvement funds **agree to establish a Central Support Team** to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support, as well as monitor, and assess the progress for each of the identified schools. Complete the LEA Commitment and Capacity Template Table and add rows as needed.

**LEA Commitment and Capacity Template for the LEA’s Central Support Team**

<b>SIG Central Support Team members</b>				
<b>Name of Central Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Tier Assignment e.g. Tier I schools, Tier II Schools, or Tier III Schools</b>	<b>Estimate of the time each individual will devote to supporting Tier I, II, and III schools (Hours per Month)</b>

<b>SIG Central Support Team</b>
a. How often will the LEA 1003(g) SIG Central Support Team (CST) meet? Where will the CST meet?
b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?
c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?

**SIG Central Support Team**

- d. Has the LEA 1003(g) SIG Central Support Team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?  
\_\_\_\_\_ Yes      \_\_\_\_\_ No

If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?

- e. What role has or will the LEA 1003(g) Central Support Team play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in sections 2 and 3 of this proposal?

- f. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) Central Support Team has identified and how will the team address these challenges in the early phases of the work?

- g. Describe the Central Support Team's plans to participate in the required application interview process with the SEA before the final grant award.

**D.2 LEA Commitment and Capacity Template**

LEAs that accept 2013 Title I 1003(g) school improvement funds **agree to establish a Turnaround Executive Support Team (TEST)** to oversee the implementation of the selected models in Tier I and Tier II schools. The TEST will have decision making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the reforms models to ensure greater student achievement in each its schools it selects to serve. The Title I office must be represented on the TEST.

Complete the LEA Commitment and Capacity Templates for the Turnaround Executive Support Team (TEST). Add rows as needed.

<b>SIG Turnaround Executive Support Team (TEST) Members</b>			
<b>Name of Turnaround Executive Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Estimate of the time each individual will devote to supporting Tier I, II, and III schools ( Hours per Month)</b>

<b>SIG Turnaround Executive Support Team (TEST)</b>
a. How often will the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) meet? Where will the TEST team meet?
b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?
c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?

**SIG Turnaround Executive Support Team (TEST)**

- d. Has the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?  
\_\_\_\_\_ Yes      \_\_\_\_\_ No

If no, briefly describe the plans for the SIG Turnaround Executive Support Team (TEST) to begin work on the Tier I, II, and III schools?

- e. What role has or will the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in this proposal?

- f. What steps will the LEA's SIG Turnaround Executive Support Team (TEST) take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals' timely and effective use of these funds?

- g. Within this proposal, the LEA identified actions taken or in the planning to support individual Tier I and Tier II schools' implementation of the selected interventions. Looking across the commitments made for the schools, and considering as well the strategies selected by the LEA for identified Tier III schools, what additional actions will the LEA take to ensure that the selected interventions are implemented as designed and to make the other changes such as: (1) realignment of other resources; (2) removal of expectations that might run counter to the approach outlined in the selected intervention; (3) timely modification of practices and policies (those anticipated ahead of time and those that will emerge during implementation); and (4) engaging in reflective and sustained, collaborative conversation and planning to ensure that improvement efforts can be sustained once this funding ends?

- h. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) Turnaround Executive Support team (TEST) and the Central Support Team has identified and how will the teams address these challenges in the early phases of the work?

- i. Describe the TEST team's plan to participate in the required application interview process with the SEA before the final grant award.

### **E. Budgets- School, LEA, and Consolidated**

A LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year for Tier I or Tier II schools it commits to serve.

An LEA's budget for each year may not be less than \$50,000 nor may it exceed the number of Tier I and Tier II schools it commits to serve multiplied by \$2,000,000 per year per school. The maximum amount for each participating schools is from \$500,000 to \$2,000,000. However, the maximum a school implementing the closure model can receive is \$50,000.

SIG funds are supplemental. The LEA must ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the intervention model selected.

Note: The LEA may use the budget form included or request an electronic Excel version from (MSDE) Maryland State Department of Education.

### E.1 School Budget Narratives

Use this template below for the School Budget Narrative for each Tier I and Tier II schools. Complete a separate budget narrative for each Tier I and Tier II school for each year of the grant. Include pre-implementation costs in the School Budget Narrative for Year 1 of the grant (SY 2014-2015)

School Budget Narrative – Tier I or Tier II Schools				
Name of School:		Intervention:	Tier:	
School Budget Narrative for School Year _____				
Complete a separate form for each of the three budget years (SY 2014 including pre-implementation, SY 2015, SY2016) for which funds are being requested.				
Line Item Category/Object	Description	Explain how the expenditures address the implementation of the Required or Permissible Components and Pre-implementation activities of the Intervention Model.	Calculation	Total
<i>Salaries &amp; Wages</i>				
Total Salaries and Wages				
<i>Fixed Charges</i>	<b>FICA</b>			
Total Fixed Charges				
Total Salaries and Wages <i>and</i> Fixed Charges				

<i>Contracted Services</i>				
<b>Total Contracted Services</b>				
<i>Supplies &amp; Materials</i>				
<b>Total Supplies and Materials</b>				
<i>Other Charges</i>				
<b>Total Other Charges</b>				
<i>Equipment</i>				
<b>Total Equipment</b>				
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				

## **E.2 LEA Budget Narrative**

The LEA may reserve funds from Tier I, Tier II and Tier III school budgets for services provided to the school and/or LEA via Maryland State Department of Education's Breakthrough Center, Maryland's Statewide System of Support. Services may include: comprehensive audits via the RITA (Restructuring Implementation Technical Assistance) process; MSDE Collaborative Planning process, and other build up or access services offered through the Breakthrough Center. These services will be negotiated between MSDE and the LEA and commitment to the services will be specified through a formal Memorandum of Understanding.

Funds may also be reserved by the LEA for LEA-level activities designed to support implementation of the selected school intervention models in Tier I, and Tier II schools and to support the implementation of school improvement strategies in the Tier III schools so long as the LEA budget for each year does not exceed the SIG amount for the Tier I, II, and III schools it commits to serve.

**E.2 LEA Budget Narrative**

LEA Budget Narrative			
Complete a separate form for each budget year for which funds are being requested.			
LEA _____ SY _____			
Line Item Category/Object	Description	Calculation	Total
<i>Salaries &amp; Wages</i>			
Total Salaries and Wages			
<i>Fixed Charges</i>	<b>FICA</b>		
Total Fixed Charges			
Total Salaries and Wages <b><i>and</i></b> Fixed Charges			
<i>Contracted Services</i>			
Total Contracted Services			

<i>Supplies &amp; Materials</i>			
<b>Total Supplies and Materials</b>			
<i>Other Charges</i>			
<b>Total Other Charges</b>			
<i>Equipment</i>			
<b>Total Equipment</b>			
<b>Total Costs</b>			
<b>Total Fixed Charges</b>			
<b>Total Requested</b>			

**E.3 Consolidated Budget Narrative**

The Consolidated Budget Narrative must be completed by the LEA. Provide information for each line item that includes the total of all of the participating school budgets with the LEA budget for the first school year of the SIG grant period: 2014-15.

Consolidated Budget Narrative		
LEA _____ School Year: <u>2014-2015</u>		
Line Item Category/Object	Description	Total
<i>Salaries &amp; Wages</i>		
<i>Contracted Services</i>		
<i>Supplies &amp; Materials</i>		

<i>Other Charges</i>		
<i>Equipment</i>		
<b>Total Costs</b> <i>for participating schools and LEA</i>		
<b>Total Fixed Charges</b> <i>for participating schools and LEA</i>		
<b>Total Requested</b> <i>for participating schools</i>		

**E.4 Summary of FY 2013 SIG Funding for Three Years of Implementation**

<b>LEA Funding Breakdown for Three Years of implementation</b>				
<b>Overall funding requested per year for LEA use to support Tier I, II, and III schools</b>				
<b>LEA:</b>				
	<b>LEA activities in support of the implementation of the selected school intervention models in Tier I and Tier II schools</b>	<b>School improvement activities at the LEA level and school level for the Tier III schools</b>	<b>LEA-Level activities in support of Tier I, II, and III schools</b>	<b>Total Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.</b>
<b>Year 1 (SY 2014-2015):</b>				
<b>Year 2 (SY 2015-2016):</b>				
<b>Year 3 (SY 2016-2017):</b>				
<b>Total budget request:</b>				

<b>Budget Summary for Three Years of SIG Funding for Schools and LEA</b>						
<b>LEA:</b>						
<b>Name of School and Tier (add more rows if needed)</b>		<b>Year 1 Budget SY 2014-15</b>		<b>Year 2 Budget SY 2015-16</b>	<b>Year 3 Budget SY 2016-2017</b>	<b>Three-Year Total</b>
		<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>	<b>Full Implementation</b>	<b>Full Implementation</b>	
<b>Name</b>	<b>Tier</b>					
<b>LEA-level Activities</b>						
<b>Total Budget</b>						

### **E.5 Proposed Budget C-1-25 (for the first year only)**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the LEA application for the Pre-implementation Activities and the 2014-2015 school year only. Indirect Costs are allowable.

If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**The C-1-25 form must be signed by both your district's Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

Go directly to the MSDE Website at <http://www.marylandpublicschools.org/MSDE>.

- ✓ Under Highlights, locate and select: **GRANTS**.
- ✓ Under Grant Resources, locate and select: **BUDGET** .
- ✓ Under Budget Information, locate and select: **GRANT BUDGET FORMS**. These will be the current official MSDE budget forms. (C-1-25; C-1-25A; C-1-25B; Interim Progress Report C-1-25C; and Final Progress Report C-1-25D)

**Note: If there is an amendment to the proposed budget, the LEA is required to submit a revised C-1-25, C-1-25A, and C-1-25 B and indicate how the changes will address the required and permissible components of the intervention model selected, if applicable. The revised budget forms must be signed by the LEA Superintendent and the LEA Financial Officer.**

**F. The General Education Provisions Act (GEPA), Section 427**

Describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

## **G. Tier I, II, and III GRANT SPECIFIC and GENERAL ASSURANCES**

### **FY 2013 Title I 1003(g) School Improvement Grant**

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. The Grantee [LEA] will use its School Improvement Grant to implement fully and effectively an intervention in each 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 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 Tier I or Tier II school, the Grantee [LEA] will 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.**
6. **Report to the SEA the school-level data required under section III of the final requirements.**
7. The Grantee [LEA] will report to the Maryland State Department of Education the school-level data required under section III of the final requirements. These data elements are outlined in this document and will be reported by the Grantee to MSDE in a timely way.
8. The Grantee will demonstrate its strong commitment and capacity to implement fully and effectively the intervention models in its Tier I and Tier II schools by scheduling monthly LEA Central Support Team meetings with the Maryland State Department of Education's Breakthrough Center. In addition, the LEA will commit to holding regularly scheduled meetings with the Breakthrough Center and the LEA's Turnaround Executive Support Team.
9. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
10. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities

performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

11. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
12. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
13. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
14. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
15. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
16. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
17. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
18. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
19. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

<b>Superintendent of Schools/Head of Grantee Agency</b>	<b>Date</b>

## Appendix A.1

### List of LEAs with Qualifying Schools

1. Anne Arundel\* - Tier II
2. Baltimore City\* - Tiers I, II, III
3. Baltimore County- Tier III
4. Dorchester County- Tier III
5. Harford County- Tier III
6. Prince George's County\* - Tiers I, II, III

**\*Due to available FY 2013 SIG Funds, Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Tier I and Tier II schools to ensure sufficient support for full implementation of the intervention models. Maryland will not award funds to Tier III schools before all Maryland's Tier I and Tier II schools that LEAs commit to serve and have the capacity to serve are served.**

## Appendix A.2

### List of Eligible Schools as Identified by the SEA

The following list, by Local Education Agency (LEA), identifies each Tier I, Tier II and Tier III eligible school in the Maryland Public School System. Maryland has not elected to identify newly eligible schools, made eligible by the Consolidated Appropriations Act, 2010. LEAs with Tier I and Tier II schools will receive their funds from the Title I 1003(g) School Improvement Grant. The LEA may apply for funds ranging from \$50,000-\$2,000,000 per each Tier I, Tier II and Tier III school. Continuation funds will be available, subject to federal funding, annually for two additional years.

Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Tier I and Tier II schools to ensure sufficient support for full implementation of the intervention models. Maryland will not award funds to Tier III schools before all Maryland's Tier I and Tier II schools that LEAs commit to serve and have the capacity to serve are served. LEAs with Tier III schools will be funded in rank order. However due to available FY 2013 SIG Funds Tier III schools will not likely be served with FY 2013 SIG funds.

**Maryland is using the same eligible school list for FY2013 SIG funds that it used for FY2010 SIG Funds.**

Schools Eligible for FY 2010 SIG Funds and FY 2013 SIG Funds												
LEA	SCHOOL_NUMBER	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible	FY 2010 served SIG schools	School Closed since FY 2010
Anne Arundel	2400060	J. Albert Adams Academy	2400060086		X							
Baltimore City	2400090	Cherry Hill Elementary/Middle	24000900171	X							X	
Baltimore City	2400090	Patapsco Elementary/Middle	24000900296	X								X
Baltimore City	2400090	Gilmor Elementary	24000900221	X								
Baltimore City	2400090	Francis M. Wood Alternative High	24000901343		X							
Baltimore City	2400090	Benjamin Franklin@Masonville Cove Academy	2400090157		X						X	
Baltimore City	2400090	Frederick Douglass High	24000900209		X							X
Baltimore City	2400090	Institute Of Business And Entrepreneurship	24000901533		X							
Baltimore City	2400090	Northwestern High	24000900292		X							
Baltimore City	2400090	Connexions Comm Lead Acad	24000901302			X						
Baltimore City	2400090	Northeast Middle	24000900289			X						
Baltimore City	2400090	Vivien T. Thomas Medical Arts Academy	24000901385				X					
Baltimore City	2400090	City Springs Elementary	24000900175					X				
Baltimore City	2400090	Steuart Hill Academic Academy	24000900319					X				

**Schools Eligible for FY 2010 SIG Funds and FY 2013 SIG Funds**

LEA	SCHOOL_NUMBER	SCHOOL_NAME	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible	FY 2010 served SIG schools	School Closed since FY 2010
Baltimore City	2400090	Collington Square Elementary					X				
Baltimore City	2400090	Frederick Elementary					X				
Baltimore City	2400090	Baltimore Freedom Academy					X				X
Baltimore City	2400090	Moravia Park Primary					X				
Baltimore City	2400090	Roguel Heights Elementary/Mid					X				
Baltimore City	2400090	Harford Heights Intermediate					X				
Baltimore City	2400090	Md Academy Of Tech, Health Sci					X				
Baltimore City	2400090	Samuel F. B. Morse Elementary					X				
Baltimore City	2400090	Furman L. Templeton Elementary					X				
Baltimore City	2400090	Heritage High School				X					
Baltimore City	2400090	Dr. Rayner Browne Elementary					X				
Baltimore City	2400090	Harlem Park Elementary					X				
Baltimore City	2400090	Beechfield Elementary					X				
Baltimore City	2400090	Historic Sam Coleridge-Taylor El					X				
Baltimore City	2400090	Dr. Nathan A. Pitts Ashburton Elementary/Middle					X				
Baltimore City	2400090	Sarah M. Roach Elementary					X				
Baltimore City	2400090	New Song Academy					X				
Baltimore City	2400090	Bluford Drew Jemison Mst Acd					X				
Baltimore City	2400090	Pimlico Elementary					X				
Baltimore City	2400090	Lakeland Elementary/Middle					X				
Baltimore City	2400090	Highlandtown Elementary #215					X				
Baltimore City	2400090	Hazelwood Elementary/Middle					X				
Baltimore City	2400090	Waverly Elementary					X				
Baltimore City	2400090	Friendship Acd Of Eng And Tech					X				
Baltimore City	2400090	Windsor Hills Elementary					X				
Baltimore City	2400090	Glenmount Elementary/Middle					X				
Baltimore City	2400090	Curtis Bay Elementary					X				
Baltimore City	2400090	Friendship Acad Of M, S, Tech					X				
Baltimore City	2400090	Westport Academy					X				

**Schools Eligible for FY 2010 SIG Funds and FY 2013 SIG Funds**

LEA	SCHOOL_NUMBER	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible	FY 2010 served SIG schools	School Closed since FY 2010
Baltimore City	2400090	Dickey Hill Elementary/Middle	24000900186					X				
Baltimore City	2400090	North Bend Elementary	24000900602					X				
Baltimore City	2400090	Dr. Martin Luther King, Jr. El	24000900188					X				
Baltimore City	2400090	Stadium School	24000900571					X				
Baltimore City	2400090	Furley Elementary	24000900210					X				
Baltimore City	2400090	Belmont Elementary	24000900156					X				
Baltimore City	2400090	Matthew A. Henson Elementary	24000900278					X				
Baltimore City	2400090	Mary E. Rodman Elementary	24000900277					X				
Baltimore City	2400090	William Pinderhughes El	24000900335					X				
Baltimore City	2400090	Highlandtown El #0237	24000900244					X				
Baltimore City	2400090	Tench Tilghman Elementary	24000900320					X				
Baltimore City	2400090	Garrett Heights Elementary	24000900213					X				
Baltimore City	2400090	Violetville El/Middle	24000900326					X				
Baltimore City	2400090	Arlington Elementary	24000900146					X				
Baltimore City	2400090	Charles Carroll Barrister El	24000900153					X				
Baltimore County	2400120	Golden Ring Middle	24000001439						X			
Baltimore County	2400120	Riverview Elementary	24001200464					X				
Baltimore County	2400120	Halstead Academy	24001200407					X				
Baltimore County	2400120	Hebbsville Elementary	24001200402					X				
Baltimore County	2400120	Hawthorne Elementary	24001200401					X				
Carroll County	2400210	Carroll Springs School	24002100527						X			
Dorchester	2400300	Maple Elementary School	24003000617					X				
Dorchester	2400300	Hurlock Elementary School	24003000614					X				
Harford	2400390	Center For Educational Opportunity - Alternative C	24003900480				X					
Harford	2400390	William Paca/Old Post Road El	24003900716					X				
Harford	2400390	Magnolia Elementary	24003900706					X				
Prince George's	2400510	Thomas Claggett Elementary	24005101173	X								
Prince George's	2400510	William Wirt Middle School	24005101186	X								
Prince George's	2400510	Oxon Hill Middle School	24005101471		X						X	
Prince George's	2400510	Thomas Johnson Middle School	24005101175		X						X	
Prince George's	2400510	Stephen Decatur Middle School	24005101469						X			
Prince George's	2400510	Nicholas Orem Middle School	24005101112			X						
Prince George's	2400510	Charles Carroll Middle	24005101004					X				

**Schools Eligible for FY 2010 SIG Funds and FY 2013 SIG Funds**

LEA	SCHOOL_ID	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible	FY 2010 served SIG schools	School Closed since FY 2010
Prince George's	2400510	Thomas S. Stone Elementary	24005101176					X				
Prince George's	2400510	Ridgecrest Elementary	24005101138					X				
Prince George's	2400510	Judge Sylvania W. Woods El	24005101137					X				
Prince George's	2400510	Buck Lodge Middle	24005100993					X				
Prince George's	2400510	Carmody Hills Elementary	24005100998					X				
Prince George's	2400510	Overlook Elementary	24005101119					X				
Prince George's	2400510	Springhill Lake Elementary	24005101160					X				
Prince George's	2400510	Carole Highlands Elementary	24005100999					X				
Prince George's	2400510	Templeton Elementary	24005101171					X				
Prince George's	2400510	Suitland Elementary	24005101453					X				
Prince George's	2400510	Rogers Heights Elementary	24005101146					X				
Prince George's	2400510	William Beanes Elementary	24005101184					X				
Prince George's	2400510	Gaywood Elementary	24005101041					X				
Prince George's	2400510	Rosa Parks Elementary	24005101573					X				
Prince George's	2400510	Robert R. Gray Elementary	24005101183					X				
Prince George's	2400510	Flintstone Elementary	24005101030					X				

**Note:** Schools where the participation rate is below the minimum "n" of 60 for all students group are excluded from Tier I and Tier II. Participation rate will be computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The rate will be calculated for each subgroup and for aggregate separately in each of reading and mathematics assessments where a group includes at least a) 30 students for schools with one grade tested, b) 60 students for schools with two or more grades tested, c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. Maryland excluded one school that met this criteria for graduation rate.

LEA	School ID	School Name	School Type	NCES #	Number of Eligible Students	Number of Students who Graduated	Grad Rate
Calvert Co.	240015000509	Calvert Country School	SPED	24001500	1	0	0%

**No Tier I or Tier III schools are included in this waiver.**

### Appendix A.3

<b>LIST OF SCHOOLS SERVED WITH FY 2009 SIG FUNDS (Cohort 1)</b>						
<b>LEA</b>	<b>LEA NCES ID #</b>	<b>SCHOOL_NAME</b>	<b>NCES_NUMBER</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
Baltimore City	2400090	Booker T. Washington Middle	24000900160	X		
Baltimore City	2400090	Baltimore IT Academy (Formally Chinquapin Middle)	24000900174	X		
Baltimore City	2400090	Calverton Elem/Middle	24000900581	X		
Baltimore City	2400090	Garrison Middle	24000900228	X		
Baltimore City	2400090	William C. March Middle	24000901568	X		
Baltimore City	2400090	Commodore John Rogers E/M	24000900180		X	
Baltimore City	2400090	Augusta Fells Savage Institute Of Visual Arts	24000901387		X	
Prince George's	2400510	G. James Gholson Middle	24005101211		X	
Prince George's	2400510	Benjamin Stoddert Middle	24005101464		X	
Prince George's	2400510	Drew Freeman Middle	24005101034		X	
Prince George's	2400510	Thurgood Marshall Middle School	24005101465		X	

***SIG schools in Cohort 1 can be served with FY2013 SIG funds if they were not SIG funded for any portion of the 2013-2014 school year.***

<b>LIST OF SCHOOLS SERVED WITH FY 2010 SIG FUNDS (Cohort 2)</b>						
<b>LEA</b>	<b>LEA NCES ID #</b>	<b>SCHOOL_NAME</b>	<b>NCES_NUMBER</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
Baltimore City	2400090	Cherry Hill Elementary/Middle	24000900171	X		
Baltimore City	2400090	Frederick Douglass High	24000900209		X	
Baltimore City	2400090	Ben Franklin @ Masonville Cove Academy	2400090157		X	
Prince George's	2400510	Oxon Hill Middle School	24005101471		X	
Prince George's	2400510	Thomas Johnson Middle School	24005101175		X	

***SIG schools in Cohort 2 are in their third year of implementation and therefore cannot be served with FY 2013 SIG funds.***

## Appendix B

# Sample Letter of Intent

[Insert Date]

Ms. Maria Lamb  
Interim, Assistant State Superintendent  
Division of Student, Family, and School Support  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Ms. Lamb:

This letter serves to notify you of our intent to submit a Request for Proposal (RFP) for the 2014-2015 Title I 1003(g) School Improvement (*competitive*) Grant. A first draft will be submitted on or before **April 4, 2014**. A second draft, *if applicable*, will be submitted on or before **May 9, 2014**. The original (*hard copy*) RFP will be completed and submitted to the Maryland State Department of Education by **June 6, 2014**.

We understand that the purpose of the 2013 Title I 1003(g) School Improvement Grant is to “give priority to the local educational agencies with the lowest-achieving schools that demonstrate — (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116.” I also understand that the regulatory requirements further defines LEAs for SIG funds as being those with the “greatest need” and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

We understand that the SEA will begin processing grant awards as soon as the LEA has submitted an approvable grant application. The processing of the grant will take approximately 20-30 days after final submission.

If you have any questions or need additional information, please contact [NAME], [TITLE], at [TELEPHONE #], or [E-MAIL ADDRESS].

Sincerely,

[NAME]

Superintendent of Schools/Chief Executive Officer

## Appendix C

### Requirements for Intervention Models for Tier I and Tier II Schools (including related definitions)

#### **Turnaround model:**

- (1) A turnaround model is one in which an LEA **must**--
  - (i) 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;
  - (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff;
  - (iii) 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;
  - (iv) 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;
  - (v) 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 SEA, 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 SEA to obtain added flexibility in exchange for greater accountability;

(vi) 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;

(vii) 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;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); **and**

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model **may** also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model;  
or

(ii) A new school model (e.g., themed, dual language academy).

### **Restart model:**

A restart model is one in which an LEA converts a school or closes and reopens 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

### **School closure:**

School closure occurs when an LEA closes a school and enrolls 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.

### **Transformation model:**

A transformation model is one in which an LEA implements **each of the following strategies:**

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take 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 graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) 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;

(D) 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; and

(E) 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.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) 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.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) 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
- (B) 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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional

reform strategies, such as--

- (A) 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;
- (B) Implementing a school wide "response-to-intervention" model;
- (C) 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;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
  - (1) 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;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) 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

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

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend

learning time and create community-oriented schools, such as--

(A) 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;

(B) 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;

(C) 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

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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

(B) 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).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

### **Related Definitions from the USDE School Improvement Grant Application**

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

## **Appendix D: Reviewer's Tools for the FY 2013 SIG LEA Application**

**Appendix D1 – D9 are the Reviewer's Tools for reviewing all components of the FY 2013 SIG LEA application. The SIG Lead Program Specialists will be conducting the review of all SIG LEA Applications. The SIG Leads will reach consensus on their determination of the completeness of each component of the application and the clarifying questions if needed. This is a process that has worked successfully in the past.**

**The following process will be followed for the review:**

- 1. Individual reviewers will read and evaluate each component of the LEA Application independently. After reviewing each component, the individual reviewers will check one cell for each area by using the following criteria:**
  - Information is complete and approvable- response sufficiently addresses the component**
  - Information incomplete- LEA's response does not sufficiently address the component and requires clarification**

**The individual reviewer will write clarifying questions for any component that is incomplete.**

- 2. A team of reviewers will meet to reach consensus on the completeness and approvability of each component of the application.**
- 3. If any component is determined to be incomplete by the consensus of the review team, the LEA will be provided the opportunity to respond to clarifying questions as determined by the consensus review team.**
- 4. The LEA will respond to the clarifying question in their next submission.**
- 5. To be approved, the LEA must submit a final application in which all components of the application are complete and approvable based of the final requirement of SIG.**

## Reviewer's Tool for FY 2013 SIG LEA Application

### D1. School Identification

LEA has identified each Tier I, Tier II, and Tier III school it chooses to serve or not serve.	Complete and Approvable	<p style="text-align: center;"><b>Incomplete</b></p> <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
1. LEA identified each Tier I, Tier II, Tier III school it commits to serve and has identified the model it will use in each of the Tier I and Tier II schools.		
2. If an LEA is not applying to serve each Tier I and Tier II school, the LEA has explained why it chooses not to serve the specific Tier I and Tier II school(s).		
3. LEA has submitted a Cover Page for each Tier I, Tier II, and Tier III school.		
<p><b>Comments:</b></p>          		

## D2. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Needs Assessment (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges	Complete and Approvable	Incomplete- <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<b>1. <u>Student Profile Information( include trend analysis)</u></b> <ul style="list-style-type: none"> <li>Total enrollment</li> <li>Grade level enrollment</li> <li>Subgroups - # of students in each</li> <li>Mobility % - Entrants &amp; Withdrawals</li> <li>Attendance %</li> <li>Expulsions #</li> <li>Suspensions #</li> <li>Dropout rate</li> <li>Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>Graduation rate</li> <li>High School Diploma Rate</li> </ul>		
<b>2. <u>Staff Profile</u></b> <ul style="list-style-type: none"> <li>Principal – Length of time at the school</li> <li>Number of Assistant Principal/s and other administrators</li> <li>Number and % of teaching faculty's total classroom instruction experience:               <ul style="list-style-type: none"> <li>0-5 years</li> <li>6-10 years</li> <li>11-15 years</li> </ul> </li> </ul>		

## D2. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Needs Assessment (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges	Complete and Approvable	Incomplete- <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<ul style="list-style-type: none"> <li>○ 16+ years</li> <li>• Number and % of teaching faculty's service at this school:               <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based mathematics and data/analysis resource personnel</li> <li>• Number and % of paraprofessionals who are qualified</li> <li>• Number of mentor teachers and number of teachers being supported</li> <li>• Teacher and administrator attendance %</li> </ul>		
<p><b>3. <u>Student Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State assessments by the "all student" category and all subgroups</li> </ul>		

## D2. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Needs Assessment (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges	Complete and Approvable	Incomplete- <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<ul style="list-style-type: none"> <li>Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup</li> <li>Graduation Rate</li> </ul>		
<p><b>4. <u>Rigorous Curriculum</u></b> Alignment of curriculum implementation ate standards across grade levels</p> <ul style="list-style-type: none"> <li>Core English/Reading program</li> <li>Core Mathematic and algebra programs</li> <li>Curriculum Intervention Programs</li> <li>Enrichment Programs</li> </ul>		
<p><b>5. <u>Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>Planning and implementation of research-based instructional practices</li> <li>Use of technology-based tools</li> <li>Use of data analysis to inform and differentiate instruction</li> <li>Master Schedule by content area (include minutes of instruction)</li> </ul>		
<p><b>6. <u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>Use of formative, interim, and summative assessments to measure student growth</li> </ul>		

## D2. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Needs Assessment (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges	Complete and Approvable	Incomplete- <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<ul style="list-style-type: none"> <li>Process and timeline for reporting</li> <li>Use of technology, where appropriate</li> <li>Use of universal design principles</li> </ul>		
<p><b>7. School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>School vision, mission, and shared values</li> <li>School safety</li> <li>Student health services</li> <li>Attendance supports</li> <li>Climate survey, if available</li> </ul>		
<p><b>8. <u>Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>Social-emotional and community-oriented services and supports for students and families</li> <li>Engagement of parents in the education of students</li> <li>Communication of information with parents/guardians about student achievement data</li> <li>Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>Engagement of parents/guardians in school decision making and school activities.</li> </ul>		

## D2. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Needs Assessment (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges	Complete and Approvable	Incomplete- <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<b>9. <u>Professional Development</u></b> <ul style="list-style-type: none"> <li>Use of Maryland Professional development standards</li> <li>Accountability aligned to improved teaching and learning</li> </ul>		
<b>10. <u>Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>Collaborative planning time</li> <li>Class scheduling (block, departmentalizing, etc.)</li> <li>Class configuration</li> <li>Managing resources and budgets</li> <li>Accessing other grants to support learning</li> <li>Increasing learning time for students and teachers</li> </ul>		
<b>11. <u>Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation and monitoring</li> </ul>		
<b>12. <u>Effective Leadership</u></b> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> </ul>		

## D2. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Needs Assessment (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges	Complete and Approvable	Incomplete- <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<ul style="list-style-type: none"> <li>Impact on the school culture for teaching and learning</li> <li>Use of assessment data using technology</li> <li>Recruitment and retention of effective staff</li> <li>Identification and coordination of resources to meet school needs</li> <li>Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>		
<b>Comments</b>		

## D3. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Pre-implementation Plans (Complete one for each school in the LEA application)

School \_\_\_\_\_

Components of the pre-implementation plan that allow the LEA to prepare for full implementation. Pre-implementation activity categories must aligned with the needs assessment.	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
1. Family and Community Engagement		
2. Rigorous Review of External Providers		
3. Staffing		
4. Instructional Programs		
5. Professional Development & Support		
6. Preparation for Accountability Measure		
7. Plans for submission of Written Monthly Status Reports of completed pre-implementation activities to SEA including status on budget, hiring, and other activities designed to prepare the schools for full implementation in SY 2014-2015		
Comments:		

## D4.a. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Turnaround Intervention Plan (Complete one for each Turnaround school in the LEA application)**

**School** \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
Annual Goals for Three Years of Implementation/ Quarterly Milestones Goals for year 1		
Other required components: <ul style="list-style-type: none"> <li>Stakeholder Selection</li> <li>Model Selection</li> <li>Modification of Practice or Policies to enable the school to implement the Turnaround Model</li> <li>Alignment of Other Resources with 1003(g) SIG</li> <li>Sustainability plans to sustain the reform beyond the grant funding</li> </ul>		
<b>Turnaround Model Requirements</b>		
1. Replace the principal and grant operational flexibility		
2. Rehire no more than 50 percent of the staff		
3. Implement such strategies as financial incentives to retain staff with necessary skills		

## D4.a. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Turnaround Intervention Plan (Complete one for each Turnaround school in the LEA application)**

School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
4. Provide staff with ongoing, high quality, job embedded professional development aligned to school needs		
5. Adopt a new governance structure		
6. Use data to identify and implement a research-based instructional program that is "vertically aligned"		
7. Promote the continuous use of student data to inform and differentiate instruction to meet student academic needs		
8. Provide increased learning time		
9. Provide social-emotional and community-oriented services and supports for students		
Other LEA determined strategies		
<b>Comments:</b>		

## D4.b. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Restart Intervention Plans (Complete one for each Restart School in the LEA Application)

School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
Annual Goals for Three Years of Implementation/ Quarterly Milestones Goals for year 1		
Other required components: <ul style="list-style-type: none"> <li>Stakeholder Selection</li> <li>Model Selection</li> <li>Modification of Practice or Policies to enable the school to implement the Turnaround Model</li> <li>Alignment of Other Resources with 1003(g) SIG</li> <li>Sustainability plans to sustain the reform beyond the grant funding</li> </ul>		
<b>Maryland Restart Requirements:</b> Must address the school's prioritized needs identified in the comprehensive needs assessment		
1. Student Profile		
2. Staff Profile		
3. Student Achievement		
4. Rigorous Curriculum		

## D4.b. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Restart Intervention Plans (Complete one for each Restart School in the LEA Application)**

**School \_\_\_\_\_**

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
5. Instructional Program		
6. Assessments		
7. School Culture and Climate		
8. Students, Family, and Community Support		
9. Professional Development		
10. Organizational Structure and Resources		
11. Comprehensive and Effective Planning		
12. Effective Leadership		
<b>Comments:</b>		

## D4.c. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Transformation Intervention Plans (Complete one for each Transformation School in the LEA Application)**  
 School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
Annual Goals for Three Years of Implementation/ Quarterly Milestones Goals for year 1		
Other required components: <ul style="list-style-type: none"> <li>Stakeholder Selection</li> <li>Model Selection</li> <li>Modification of Practice or Policies to enable the school to implement the Transformation Model</li> <li>Alignment of Other Resources with 1003(g) SIG</li> <li>Sustainability plans to sustain the reform beyond the grant funding</li> </ul>		
<b>Transformation Model Requirements</b>		
1. Replace the principal		
2. Use a rigorous evaluation system		
3. Identify and reward teachers, leaders, and other staff who increase student achievement		

## D4.c. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Transformation Intervention Plans (Complete one for each Transformation School in the LEA Application)**  
 School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
4. Provide ongoing job embedded PD		
5. Financial incentives to recruit and retain staff		
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned"		
7. Promote the continuous use of student data		
8. Provide increased learning time		
9. Provide for ongoing family and community engagement		
10. Operational flexibility (staff, calendar, budgeting)		
11. Intensive technical assistance from the LEA		
12. Strategies to develop teachers' and school leaders' effectiveness		
13. Conduct period curriculum reviews to ensure fidelity		

## D4.c. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Transformation Intervention Plans (Complete one for each Transformation School in the LEA Application)**  
 School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
14. Provide additional support and PD to teachers/principals to implement effective strategies		
15. Use and integrate technology based supports and interventions		
16. Offer advance coursework in high schools		
17. Improve student transition from middle to high school through summer transition program or freshmen academies		
18. Increase graduation rates		
19. Establish early warning systems to identify students at risk of not graduating		
20. Partnering with parents and parent organizations		
21. Extending the school day to include advisory periods to build relationships between students and school staff		
22. Implementing approaches to improve school climate and discipline		

## D4.c. Reviewer's Tool for FY 2013 SIG LEA Application

**Individual School Transformation Intervention Plans (Complete one for each Transformation School in the LEA Application)**  
 School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
23. Expand the school program to include full day kindergarten and pre-kindergarten		
24. Allow the school to operate under a new governance		
25. Implement a per-pupil school-based budget formula that is weighted on student needs		
26. Recruit, screen, and select external providers to ensure quality		
<b>Comments:</b>		

## D4.d. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Closure Intervention Plans (Complete one for each Closure School in the LEA Application)

School \_\_\_\_\_

The LEA has all required intervention model components in each of its schools' plans.	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
Model Components: <ul style="list-style-type: none"> <li>State assessment data for closure school</li> <li>Stakeholder involvement</li> <li>School Closure Costs</li> </ul>		
<b>School Closure Model Requirements</b>		
1 Identify the school for closure  Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.		
2 Identify receiving schools for students from the closed school  Describe specific action steps that the LEA will		

## D4.d. Reviewer's Tool for FY 2013 SIG LEA Application

### Individual School Closure Intervention Plans (Complete one for each Closure School in the LEA Application)

School \_\_\_\_\_

take to identify the receiving schools, transfer students into their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.

**Comments:**

## D5.a. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Central Support Team (CST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
List of the Central Support Team members and their time commitment to Tier I, Tier II, and Tier III schools		
a. How often will the LEA 1003(g) SIG Central Support Team (CST) meet? Where will the CST meet?		
b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?		
c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?		

## D5.a. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Central Support Team (CST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
<p>d. Has the LEA 1003(g) SIG Central Support Team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?                  _____ Yes    _____ No</p> <p>If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?</p>		
<p>e. What role has or will the LEA 1003(g) Central Support Team play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in sections 2 and 3 of this proposal?</p>		

## D5.a. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Central Support Team (CST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
f. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) Central Support Team has identified and how will the team address these challenges in the early phases of the work?		
g. Describe the Central Support Team's plans to participate in the required application interview process with the SEA before the final grant award.		
Comments:		

## D5.b. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Turnaround Executive Support Team (TEST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
List of the Turnaround Executive Support Team (TEST) members and their time commitment to Tier I, Tier II, and Tier III schools		
a. How often will the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) meet? Where will the TEST team meet?		
b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?		
c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?		
d. Has the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans? ____ Yes ____ No If no, briefly describe the plans for the SIG Turnaround Executive Support Team (TEST) to begin work on the Tier I, II, and III schools?		

## D5.b. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Turnaround Executive Support Team (TEST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
e. What role has or will the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in this proposal?		
f. What steps will the LEA's SIG Turnaround Executive Support Team (TEST) take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals' timely and effective use of these funds?		

## D5.b. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Turnaround Executive Support Team (TEST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
g. Within this proposal, the LEA identified actions taken or in the planning to support individual Tier I and Tier II schools' implementation of the selected interventions. Looking across the commitments made for the schools, and considering as well the strategies selected by the LEA for identified Tier III schools, what additional actions will the LEA take to ensure that the selected interventions are implemented as designed and to make the other changes such as: (1) realignment of other resources; (2) removal of expectations that might run counter to the approach outlined in the selected intervention; (3) timely modification of practices and policies (those anticipated ahead of time and those that will emerge during implementation); and (4) engaging in reflective and sustained, collaborative conversation and planning to ensure that improvement efforts can be sustained once this funding ends?		
h. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) Turnaround Executive Support Team (TEST) has identified and how will the team address these challenges in the early phases of the work?		

## D5.b. Reviewer's Tool for FY 2013 LEA SIG Application

### LEA Capacity and Commitment- Turnaround Executive Support Team (TEST)

LEA has evidence of its Capacity and Commitment to serve its Tier I, Tier II, and Tier III schools	Complete and Approvable	Incomplete <ul style="list-style-type: none"> <li>LEA's response does not sufficiently address this component and needs clarification</li> <li>Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
i. Describe the Central Support Team's plans to participate in the required application interview process with the SEA before the final grant award.		
Comments:		

## D6. Reviewer's Tool for FY 2013 SIG LEA Application

### Monitoring Timelines

LEA has evidence of its monitoring of Tier I and Tier II schools	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
1. Timeline for LEA monitoring for each of the three years		
2. A description of the LEA's plans to monitor and provide oversight for the implementation of the intervention model		
3. A description of how the LEA will monitor and assess the progress of its Tier I and Tier II schools		
4. LEA's plans to submit quarterly reports in a timely manner to the SEA (due 30 days after the LEA academic quarter)		
<b>Comments:</b>		

## D7. Reviewer's Tool for FY 2013 SIG LEA Application

### LEA Fiscal Responsibilities- School, LEA, and Consolidated Budgets

After reviewing all evidence of LEA fiscal responsibility...	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
1. The LEA has provided a school budget narrative that indicates the amount of school improvement funds the LEA will use for the three years of the grant. The budget for each year is between \$50,000 and \$2,000,000. The school budget is reasonable, necessary, and allowable. The first year's school budget includes funds for pre-implementation activities aligned to the models.		
2. The LEA has provided a LEA budget narrative to conduct LEA level activities designed to support implementation of the selected school intervention models in the LEAs schools for each of the three years of the grant. The LEA budget is reasonable, necessary, and allowable. The first year's LEA budge includes funds for pre-implementation activities aligned to the models.		
3. The LEA has provided consolidated budgets with the school and t he LEA funds for all three years of implementation.		
4. The LEA has included a signed MSDE C-1-25 Budget form.		
5. The LEA has agreed to demonstrate the strength of its commitment and capacity to fully and effectively implement the intervention models in its Tier		

## D7. Reviewer's Tool for FY 2013 SIG LEA Application

### LEA Fiscal Responsibilities- School, LEA, and Consolidated Budgets

After reviewing all evidence of LEA fiscal responsibility...	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
I and Tier II schools by having is Central Support Team and its Turnaround Executive Support Team (TEST) separately meet monthly with the MSDE Breakthrough Center.		
6. The LEA has submitted a waiver request for each waiver it wishes to implement.		
7. GEPA requirements are submitted.		
8. LEA signed grant specific and general assurances are submitted.		
Comments:		

## D8. Reviewer's Tool for FY 2013 SIG Application

### GEPA, Assurances, and Waivers

The LEA has assured that it will :	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
1. Use its School Improvement Grant to implement 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		
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 school that it serves with school improvement funds, and establishes goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds.		
3. If it implements a restart model in a priority 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; and		

## D8. Reviewer's Tool for FY 2013 SIG Application

### GEPA, Assurances, and Waivers

The LEA has assured that it will :	Complete and Approvable	Incomplete
		<ul style="list-style-type: none"> <li>• LEA's response does not sufficiently address this component and needs clarification</li> <li>• Provide a clarifying question for the LEA to address this issue in their application.</li> </ul>
4. Report to the SEA the school-level data required under section III of the final requirements.		

## D9. MSDE Review Team Consensus Summary for FY 2013 SIG LEA Application

Components	Complete	Incomplete Overall Clarifying Questions for Each Component
<b>D1. School Identification</b>		
<b>D2. Individual School Needs Assessments</b>		
<b>D3. Individual School Pre-Implementation Activities</b>		

## D9. MSDE Review Team Consensus Summary for FY 2013 SIG LEA Application

Components	Complete	Incomplete Overall Clarifying Questions for Each Component
<b>D4a-d. Individual School Intervention Plans</b>		
<b>D5. LEA Commitment and Capacity -</b> <ul style="list-style-type: none"> <li>• <b>Central Support Team</b></li> <li>• <b>Turnaround Executive Support Team</b></li> </ul>		
<b>D6. LEA Monitoring</b>		
<b>D7. LEA Fiscal Responsibilities</b> <ul style="list-style-type: none"> <li>• <b>School Budgets</b></li> <li>• <b>LEA Budget</b></li> <li>• <b>Consolidated Budgets</b></li> </ul>		
<b>D8. LEA GEPA, Assurances, and Waivers</b>		
<b>Comments: Overall Comments about the Quality of the application (Strengths and weakness)</b>		

## Appendix E

### Annual Goals Matrix for Tier I, Tier II, and Tier III Schools

An LEA will submit a culminating matrix for each Tier I and Tier II school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the Tier I and Tier II schools. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal. The SEA will perform site visits at each Tier I and II school. The primary function of these site visits is to review and analyze all facets of a school's implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment.

Based upon evidence reviewed from the culminating matrix and site visit report, the SEA will determine the LEA's capacity to ensure goal attainment, and subsequent renewal of the School Improvement Grant funds.

#### *Sample Culminating Matrix:*

<b>LEA:</b>
<b>Name of Tier I or Tier II School:</b>
<b>Intervention Model:</b>
Goal #1:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

An LEA will submit a culminating matrix for each Tier III school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the Tier III school. The LEA will describe the extent to which each goal was achieved along with the supporting data. If a goal was not met, the LEA will discuss modifications that will be established in order to achieve the goal. The SEA may perform site visits at Tier III schools. The primary function of these site visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment.

Based upon evidence reviewed from the culminating matrix and site visit report, the SEA will determine the LEA’s capacity to ensure goal attainment, and subsequent renewal of the School Improvement Grant funds.

***Sample Culminating Matrix:***

<p><b>LEA:</b></p> <p><b>Name of Tier III School:</b></p> <p><b>Intervention Model:</b></p>
Goal #1:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

## Appendix F

### **The Breakthrough Center: *Building A Community of Practice for Turnaround Within Maryland's Priority and Focus Schools***

#### **1. What is The Breakthrough Center?**

The Breakthrough Center was created within the Maryland State Department of Education (MSDE) to make it *easier* for districts and schools in improvement to navigate the logistical complexities of school improvement and to also learn about and receive the types of support and resources that will improve teaching and learning—and sustain it.

Just as principals aim to create communities of practice among their teachers in Instructional Teams—sharing a strategy that made the difference for one child or asking for feedback on a lesson that didn't go as planned—The Breakthrough Center also aims to create communities of practice among various offices at the MSDE. It provides a dedicated space where discussion around the full-range of district or schools needs happens, followed by the streamlining of requests made and resources allocated to them. The result? Less time getting in the way of the hard work that must happen and more time supporting it.

#### **2. Who specifically does The Breakthrough Center support?**

All schools aim to improve the teaching and learning in our classrooms. In that way, The Breakthrough Center will support every district and school in the state by sharing the research and the practices that have proven to improve teaching and learning in every classroom. The knowledge, experiences, and feedback from every district and school will inform and strengthen the community of practice for turnaround that we will build in Maryland. This is an emerging field in education and we are uniquely positioned to lead it.

The Breakthrough Center is prepared to work most closely with Maryland's lowest-performing districts and Title I schools in the state, specifically those that are identified as Priority or Focus Schools. In partnership with these district and schools—and external partners as appropriate—we identify the precise nature and magnitude of needs and assemble customized and strategic supports and interventions to address them. Strong emphasis is placed on building the capacity of the schools and districts to not only achieve turnaround, but to also sustain it.

### 3. What is a Priority School and a Focus School?

*Priority Schools* are the lowest achieving five (5) percent of Title I schools in the State. In 2012-2013, there are **21 Priority Schools** in Maryland. These schools require school-wide, systemic turnaround.

*Focus Schools* are Title I schools with a significant achievement gap between the all students group and the lowest-performing subgroup(s). In 2012-2013, there are **41 Focus Schools** in Maryland. Unlike Priority Schools, low achievement is limited to one or two subgroup populations that require more intensive support and intervention.

### 4. What types of support will The Breakthrough Center provide to Priority and Focus Schools?

*Priority Schools.* In order to receive School Improvement Grant (SIG) funds, districts with priority schools must adopt one of four intervention models identified by the US Department of Education, or develop their own model that meets USDE's seven turnaround principles, both of which are listed below.

On a broad level, The Breakthrough Center serves as the interface between the Maryland State Department of Education and the district in the adoption of an intervention model.

As the interface, it will work closely with the state, the district, and schools to assemble very specific structures and supports aligned with the identified needs and congruent with the intervention model that is in place. The Breakthrough Center's cross-functional team, comprised of decision-making staff from the various offices at MSDE, meet monthly to coordinate and deliver resources and support that will improve both operational and instructional outcomes at the district and school levels. Additionally, Breakthrough Center staff, including Title I staff, meet monthly with district staff to assess progress of and assist with implementation of the interventions.

*Focus Schools.* The Breakthrough Center works with districts and Focus Schools in the development and implementation of operational and instructional practices specifically targeted to close the gap between the achievement of specific subgroups and all students. Unlike with Priority Schools, where the needs are more systemic, Focus Schools have

limited areas of concern. There is unique opportunity in Maryland to create cross-district partnerships and support systems to address these common areas of concern, to learn from one another what works with whom and under what conditions. Just as The Breakthrough Center serves as the interface between the state and districts, it serves as the connector between districts.

Some examples of the kinds of support that The Breakthrough Center has already coordinated for Priority and Focus Schools:

- Collaboration with Baltimore City and Prince George’s County school districts to create a internal structures, Turnaround Offices, dedicated to identify and delivering support to Priority Schools and their feeder schools.
- Launch of the Aspiring Principals’ Institutes in Prince George’s County and Baltimore City Public Schools, which provides training to teacher-leaders on the required practices, skills, and nuances required to turnaround achievement in low performing schools and sustain it.
- Conducting a two-day intensive professional development Academy for School Turnaround in July 2012 for principals serving in low-achieving schools along with their supervisors, Executive Officers, that presented the most current research on school turnaround along with 21 specific practices that leaders of Turnaround Schools could begin to employ immediately. Follow-up sessions are currently in production.

##### **5. What exactly are the four intervention models approved by USDE?**

- The “*turnaround model*” in which the LEA replaces the principal and rehires no more than 50% of the staff, gives the principal greater autonomy and implements other prescribed and recommended strategies.
- The “*restart model*” in which the LEA converts or closes and reopens a school under a operator in a charter management organization or education management organization.
- The “*school closure model*” in which the LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.
- The “*transformation model*” in which the LEA replaces the principal (except in specified situations), implements a rigorous evaluation of staff and school operations, institutes comprehensive instructional reform, increases learning time and applies community-oriented school strategies, and provides greater operational flexibility and support for the school.

Districts may also develop their own models for intervention that meet the following **seven turnaround principles**:

1. Providing strong leadership
2. Ensuring that teachers are effective and able to improve instruction
3. Redesigning the school day, week, or year to include additional time for student learning and support
4. Strengthening the school’s instructional program
5. Using data to inform instruction for continuous improvement
6. Establishing a school environment that improves school safety and discipline

## 7. Providing ongoing mechanisms for family and community engagement

The MSDE electronic applications and templates for Priority and Focus schools are available online at the Title I website: <http://marylandpublicschools.org/MSDE/programs/titleI>

## **6. What about schools that are doing well? How will The Breakthrough Center interact with them?**

The Breakthrough Center is very interested in learning what works in schools—from the instructional approaches that are being used to the operational practices that support them and when possible, the Center find ways to bring it to scale in other districts and schools.

As part of Maryland’s Race to the Top Award, MSDE contracted with the Center for Application of Innovative Research in Education (CAIRE) to conduct a multi-year formative and summative evaluation to measure The Breakthrough Center’s impact on district and school capacity to implement turnaround practices (operational and instructional) and then sustain them.

The Breakthrough Center’s focus on building a community of practice for turnaround does not begin and end with Priority and Focus Schools. The Breakthrough Center aims to build this community throughout the state, and in many cases, the nation. Every level of education—State, district, school—and all of the people within must contribute their knowledge, experiences, skills, and resources to improve teaching and learning in the classroom. The Breakthrough Center is committed to finding new ways to illuminate breakthrough ideas, breakthrough practices, and breakthrough results.

## Appendix G

### **Restructuring Implementation Technical Assistance (RITA)**

#### **OVERVIEW**

Under the direction of the Maryland State Department of Education (MSDE), the Restructuring Implementation Technical Assistance (RITA) Initiative was developed in January 2007 by the Program Improvement and Family Support (PIFS) Branch in the Division of Student, Family, and School Support (DOSFSS). This initiative is part of MSDE's Statewide System of Support for schools in improvement. Specifically, the RITA Initiative targets those schools that have been in Restructuring Implementation status of school improvement for three or more years. The RITA process is designed to assist Restructuring Implementation schools in identifying programs and systems that are effective in advancing student achievement and programs and systems that need to be improved or eliminated in order to ensure delivery of an effective education for students in the Maryland Public School System.

The purpose of RITA is to empower schools and districts to go beyond current efforts to improve student achievement. RITA establishes teams of highly skilled educators to work in concert with school districts, using a thoughtful, systematic, evidence-based process in order to provide constructive feedback that will improve teaching and learning. The process is collaborative, demonstrating a commitment to shared responsibility for student learning among the state and local educators as well as a commitment to continuous school improvement for the benefit of all Maryland public school students. RITA is an ongoing, developmental process that will improve over time as the participants benefit from lessons learned.

The RITA Initiative has been designed to fulfill the Title I requirements for Restructuring Implementation schools in school improvement. Additionally, No Child Left Behind (NCLB) requires state department agencies (SEAs) to implement a statewide system of intensive and sustained support for those schools designated as "in need of improvement." RITA addresses that requirement for Restructuring Implementation schools by establishing school support teams of skilled and experienced educators to provide struggling schools with practical, applicable technical assistance in order to increase the opportunity for all students to meet the State's academic content and student achievement standards. RITA team members are charged with reviewing and analyzing all facets of the school's operation, collaborating with school staff, district staff, and parents to design, implement, and monitor the school improvement plan, monitoring the implementation of the plan, and providing feedback to the district and the school about the effectiveness of the entire school program.

The primary function of the RITA Team is to identify obstacles to improve teaching and learning for all students by reviewing student achievement data and intermediate progress measures, visiting classrooms, and interviewing teachers; principals, district staff; and parents, family, and community leaders. Based on RITA's nine standards and accompanying indicators, the RITA team shall issue a written report. The report will include recommendations for improvement for the school and school district. After the school and district receive the report, the school district will have thirty days to respond to each recommendation for improvement.

## Appendix H

### **SEA Waiver Request**

#### **Waiver 1: New List Waiver**

Because the State neither must nor elects 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 list it used for its FY 2010 competition. Maryland is requesting to waive these requirements to generate a new list.

#### **Waiver 2: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

## Appendix I

### MSDE Announcement: Public Notice and Comment: Waiver for 2013 School Improvement Grant 1003(g)

BALTIMORE, MD (December 6, 2013)

The Maryland State Department of Education (MSDE) is providing public notice to solicit comments from local education agencies and the public regarding specific waiver requests for School Improvement Grants authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Comments received will be forwarded to the United States Department of Education. MSDE will accept comments from December 6 through December 20, 2013 via electronic submission or U. S. mail. The State believes that by requesting specific waiver(s), local education agencies (LEAs) that receive a School Improvement Grant will have increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified under the final requirements of Section 1003(g).

The final School Improvement Grant requirements, published in the Federal Register in October 2010, require school improvement funds to be focused on each state's Tier I, Tier II and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring, that are identified by the SEA under paragraph (a)(1) of the definition of persistently lowest achieving schools.

Tier II schools are a State's persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds. In addition, high schools that have had a graduation rate below 60 percent over a number of years may be identified as Tier II.

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

For any 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.

Turnaround model - Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart model - Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model - Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

## AVAILABLE WAIVERS:

Through its application for funding to the United States Department of Education, Maryland will seek the following State-level waivers:

Waiver 1: New List Waiver

Because the State neither must nor elects 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 list it used for its FY2010 competition.

Maryland is requesting this waiver to allow the identified Tier I and Tier II schools that were not served with FY2010 funds to benefit from FY 2013 SIG funds.

Waiver 2: Period of Eligibility of FY 2013 funds

Waive section 412(b) of the General Education Provisions Act (20 U.S.C. Section 1225(b)) to extend the period of eligibility of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

Maryland is requesting this waiver to allow schools implementing a SIG model to continue implementation for three consecutive years thereby allowing schools and LEAs increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified.

Upon approval of Maryland's application, Maryland will release an application to all eligible LEAs for Title I 1003(g) school improvement funds. The following Local Education Agencies would be eligible for these waivers:

- Anne Arundel County—Tier II schools
- Baltimore City--Tier I, II, III schools
- Baltimore County--Tier III schools
- Dorchester County--Tier III
- Harford County--Tier III
- Prince George's County--Tier I, Tier II, III schools

## COMMENT SUBMISSION:

If you have specific comments regarding MSDE's intent to submit these waiver requests, please send your comments via email to Tina McKnight, Interim Director, Program Improvement and Family Support at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us) or in writing to Tina McKnight, Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 4<sup>th</sup> Floor, Baltimore, Maryland 21201-2595. **MSDE will accept comments between December 6, 2013 and December 20, 2013.** Comments received will be forwarded to the United States Department of Education as part of our 1003(g) application. If you have any questions regarding the process, please feel free to contact Ms. McKnight by calling (410)767-0310.

Additional information about the Title I School Improvement Grant 1003(g) may be found on the United States Department of Education website [www.ed.gov/programs/sig/index.html](http://www.ed.gov/programs/sig/index.html). Information can also be obtained from the Federal Register and the Code of Federal Regulations is available on GPO Access at: [www.gpoaccess.gov/nara/index.html](http://www.gpoaccess.gov/nara/index.html).

[http://www.marylandpublicschools.org/press/12\\_06\\_2013.html](http://www.marylandpublicschools.org/press/12_06_2013.html)

## MEMORANDUM

**TO:** Superintendents

**FROM:** Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

**DATE:** December 6, 2013

**SUBJECT:** Notice and Comment: Maryland State Department of Education Waiver Requests for FY2013 School Improvement Grant, Title I, 1003(g)

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This memo serves as notice that the Maryland State Department of Education (MSDE) intends to submit specific waiver requests for the Title I School Improvement Grant 1003(g) funds as authorized under the Elementary and Secondary Education Act of 1965. The State believes that by requesting specific waiver(s), local education agencies (LEAs) that receive a School Improvement Grant will have increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified under the final requirements of Section 1003(g).

The final requirements, published in the Federal Register in October 2010, require school improvement funds to be focused on each state's Tier I, Tier II and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring, that are identified by the SEA under paragraph (a)(1) of the definition of persistently lowest achieving schools.

Tier II schools are a State's persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds. In addition, high schools that have had a graduation rate below 60 percent over a number of years may be identified as Tier II.

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

For any 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.

Turnaround model - Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart model - Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School closure - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation model - Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

#### **AVAILABLE WAIVERS:**

Through its application for funding to the United States Department of Education, Maryland will seek the following State-level waivers:

Waiver 1: New List Waiver

Because the State neither must nor elects 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 list it used for its FY2010 competition.

Maryland is requesting this waiver to allow the identified Tier I and Tier II schools that were not served with FY2010 funds to benefit from FY 2013 SIG funds.

Waiver 2: Period of Eligibility of FY 2013 funds

Waive section 412(b) of the General Education Provisions Act (20 U.S.C. Section 1225(b)) to extend the period of eligibility of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

Maryland is requesting this waiver to allow schools implementing a SIG model to continue implementation for three consecutive years thereby allowing schools and LEAs increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified.

Superintendents  
December 6, 2013  
Page 3

Upon approval of Maryland's application, Maryland will release an application to all eligible LEAs for Title I 1003(g) school improvement funds. The following Local Education Agencies would be eligible for these waivers:

- Anne Arundel County--Tier I schools
- Baltimore City--Tier I, II, III schools
- Baltimore County--Tier III schools
- Dorchester County--Tier III
- Harford County--Tier III
- Prince George's County--Tier I, Tier II, III schools

If you have specific comments regarding MSDE's intent to submit these waiver requests, please send your comments via email to Tina McKnight, Interim Director, Program Improvement and Family Support at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us) or in writing to Tina McKnight, Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 4<sup>th</sup> Floor, Baltimore, Maryland 21201-2595. MSDE will accept comments between December 6, 2013 and December 20, 2013. Comments received will be forwarded to the United States Department of Education as part of our 1003(g) application. If you have any questions regarding the process, please feel free to contact Ms. McKnight by calling (410)767-0310.

Additional information about the Title I School Improvement Grant 1003(g) may be found on the United States Department of Education website [www.ed.gov/programs/sig/index.html](http://www.ed.gov/programs/sig/index.html). Information can also be obtained from the Federal Register and the Code of Federal Regulations is available on GPO Access at: [www.gpoaccess.gov/nara/index.html](http://www.gpoaccess.gov/nara/index.html). MSDE has posted an announcement pertaining to these waiver requests on our public website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

c: Penelope Thornton Talley, Esq.  
Maria E. Lamb  
Tina McKnight

Attachment

## Appendix J

### Consultation with Stakeholders Documentation

#### E-mail submitted to the Committee of Practitioners on November 26, 2013:

*Maryland is submitting an application to the USED to receive additional School Improvement funds for Federal Fiscal Year 2013. We need to convene a committee meeting via conference call on **Monday, December 16<sup>th</sup> at 1 p.m.** to review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003(g) draft document. We will be e-mailing the draft to you one week prior to the conference call.*

*Details about the conference call will be sent out during the first week of December. Please save the date: Monday, December 16<sup>th</sup>*

*Thank you so much for your support!*

### MARYLAND STATE DEPARTMENT OF EDUCATION TITLE I COMMITTEE OF PRACTITIONERS

#### CONSULTATION FEEDBACK FORM FOR MARYLAND'S 2013 SCHOOL IMPROVEMENT GRANT APPLICATION.

**I had the opportunity to read, review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document that was emailed to me on Thursday, December 5, 2013.**

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

\_\_\_\_\_  
Name (print/type)

\_\_\_\_\_  
County/Organization

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

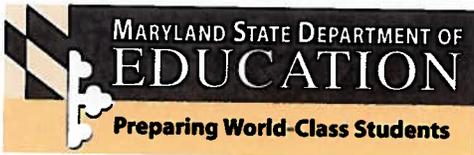
**2013-2014 Title I Committee of Practitioners** Page 1 of 3 Updated: 10/21/13

Name & Title	School System/ Organization	Representation	Address	Office, Fax & Cell Phones	E-mail
1. Ms. Tracey Adesegun Title I Coordinating Supervisor	Prince George's County Public Schools	Alternate; Local School System	1400 Nalley Terr. Landover MD 20785- 4434	O: (301) 618-8390 F: (301) 618-8391	adesegun@pgcps.org
2. Ms. Barbara Baker Assistant Superintendent	Garrett County Public Schools	Local School System	40 S. 2nd St. Oakland MD 21550-1518	O: (301) 334-8937 F: (301) 334-7634	barbara.baker@garrettcountyschools.org
3. Mr. Brian J. Bartels Director of Psychological Services	Montgomery County Public Schools	Pupil Services	Carver Educational Services Center, Rm. 231 850 Hungerford Dr. Rockville MD 20850- 1718	O: (301) 279-3805 F: (301) 279-3207	brian_j_bartels@mcp smd.org
4. Mrs. Deann M. Collins Director, Div. of Title I Programs	Montgomery County Public Schools	Local School System	Rocking Horse Road Ctr. Rm. 204 4910 Macon Rd. Rockville MD 20852- 2228	O: (301) 230-0660 F: (301) 230-0694	Deann_M_Collins@ mcpsmd.org
5. Ms. Janet Flemings Parent	425 Eastlynne Ave.	Parent	Baltimore MD 21223- 2837	O: (410) 396-1373 F: (410) 396-8434	jrflem3@hotmail.co m Cell: (443) 570-0423
6. Dr. Tasha Franklin Johnson Director of the Office of Federal Programs/Title I	Baltimore City Public Schools	Local School System	Office of Federal Programs/Title I Office 200 E. North Ave. Baltimore MD 21202- 5910	O: (410) 396-8937 F: (410) 637-3028	tjohnson02@bcps.k1 2.md.us
7. Mr. Ray Leone President, Maryland PTA	Maryland PTA	Parent	5 Central Ave. Glen Burnie MD 21061- 3441	O: (410) 760-6221 F: (443) 760-6344	president@mdpta.org

Name & Title	School System/ Organization	Representation	Address	Office, Fax & Cell Phones	E-mail
8. Dr. Debra Mahone Director	Prince George's County Public Schools	Local School System	Department of State and Federal Programs 1400 Nalley Terr Rm 7 Landover MD 20785- 4434	O: (301) 618-7340 F: (301) 925-1958	dmahone@pgcps.org
9. Mr. John McGinnis Specialist, Pupil Services/Social Work	Maryland State Department of Education	Homeless Liaison	200 West Baltimore St. Baltimore MD 21201- 2549	O: (410) 767-0295 F: (410) 333-8148	jmcginnis@msde.stat e.md.us
10. Ms. Patricia Nalley Board Member	1927 Old Annapolis Rd.	LEA Board Member	Annapolis MD 21409- 6204	O:	pnalley@aacps.org
11. Mr. Walter Reap Principal	Germantown Elementary School	Principal	200 Windell Ave. Annapolis MD 21401- 3667	O: (410) 222-1615 F: (410) 222-1617	WREAP@aacps.org
12. Ms. Julia Rogers Director, Government Funded Programs	Archdiocese of Baltimore	Non-Public/Private Schools	320 Cathedral St Baltimore MD 21201	O: (410) 547-5586 F: (410) 547-5566	jrogers@archbalt.org
13. Ms. Susan Shaffer Executive Director	Mid-Atlantic Equity Center	MAEC	5272 River Rd Ste 340 Bethesda MD 20816	O: (301) 657-7741 118 F: (301) 657-8782	sshaffer@maec.org
14. Ms. Beth Sheller Family Involvement Speacialist	Prince Street Elementary School	Parent/Family Involvement	400 Prince St. Salisbury MD 21804- 6020	O: (410) 677-5813 1536 F: (410) 677-5865	msheller@wcboe.org

Name & Title	School System/ Organization	Representation	Address	Office, Fax & Cell Phones	E-mail
15. Ms. Jacqueline Sterling Teacher	Baltimore City Public Schools	Local School System	Calverton Elementary/Middle Baltimore MD 21216- 4424	O: (410) 396-0581 F: (410) 545-0849	jsterling@bcps.k12. md.us
16. Dr. Felicia Lanham Tarason, , Ed. D Director of Title I	Baltimore County Public Schools	Local School System	105 Chesapeake Ave. Towson MD 21204-4725	O: (410) 887-3487 F: (410) 887-2060	flanhamtarason@bcp s.org
17. Mr. Vernon Thompson Automotive Instructor	Harford Technical H.S.	Vocational Education	200 Thomas Run Rd. Bel Air MD 21015-1617	O: (410) 638-3804 F: (410) 638-3820	vernon.thompson@h cps.org
18. Ms. Janice E. Treakle Coordinator, Maryland Model for School Readiness	Maryland State Department of Education	MSDE	200 West Baltimore St. Baltimore MD 21201	O: (410) 767-0337 F: (410) 333-6226	jtreakle@msde.state. md.us
19. Ms. Caroline Walker Title I Coordinator	Office of Academic Intervention and Title I Programs	Local School System	Howard County Public Schools 10910 Clarksville Pike Ellicott City MD 21042- 6106	O: (410) 313-6761 F: (410) 313-6788	caroline_walker@hc pss.org Cell: (410) 227-1263
20. Dr. Kathleen Wallis Title I Supervisor	Carroll County Public Schools	Local School System	125 N. Court St. Westminster MD 21157- 5192	O: (410) 386-1535 F: (410) 751-7114	kmwalli@k12.carr.or g
21. Mr. Robert Wells Board Member	11966 Jeffrey Ln.	LEA Board Member	Princess Anne MD 21853-2126	O: (410) 651-2491 F: (443) 235-1799	robertw12@comcast net Cell: (443) 235-1799

Name & Title	School System/ Organization	Representation	Address	Office, Fax & Cell Phones	E-mail
22. Ms. Quanya Williams Title I Intervention Teacher	Northwood Elementary	Local School System	5201 Loch Raven Blvd. Baltimore MD 21239- 3522	O: (410) 396-6377 F: (410) 396-7193	qwilliams@bcps.k12 .md.us



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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**Title I Committee of Practitioners Meeting (2<sup>nd</sup> Meeting SY 2013-2014)  
Teleconference meeting  
Date: December 16, 2013 (1:30 – 3:00 p.m.)**

<b>TIME</b>	<b>AGENDA TOPICS</b>	<b>Persons Responsible</b>
1:30 p.m.	Welcome and Purpose of the meeting	Caroline Walker, Title I Supervisor Howard County Public Schools Chairperson, Committee of Practitioners
1:35 p.m.	Roll Call	Young-chan Han Title I Specialist, Point of Contact for Title I Committee of Practitioners
1:40 p.m.	Overview of Maryland's 2013 School Improvement Grant Application (1003 (g)) <ul style="list-style-type: none"> <li>➤ SEA Application</li> <li>➤ LEA Application</li> <li>➤ Waivers</li> </ul> <p>Discussion, Feedback, Approval</p> <p>Submission of written comments</p> <p>Wrap-Up and Evaluation</p>	Tina McKnight, Interim Director, Program Improvement and Family Support Branch Maryland State Department of Education
2:40 p.m.	Adjournment	Young-chan Han

**Committee of Practitioners (COP):** The duties of such committee shall include a review, before publications, of any proposed or final State rule or regulation, pursuant to this title. (Section 1903 (b)(3)) This committee is comprised of teachers, administrators, parents, members of local school boards, Title I Coordinators, and Student Service representatives. (Sec. 1903(b)(2)) These individuals bring a unique perspective and expertise to offer in the areas of Title I and serving children in high poverty.

**Sign-in sheet for Committee of Practitioner Meetings for 2013-2014 -- Please initial**

*Dec 16, 2013*

Name & Title	School System/ Organization	Representation	October 10, 2013	January 14, 2014	May 22, 2014
1. Ms. Tracey Adesegun Title I Coordinating Supervisor	<u>Prince George's County Public Schools</u>	Alternate: Local School System	<i>Tracey Adesegun</i>	✓	
2. Ms. Barbara Baker Assistant Superintendent	<u>Garrett County Board of Education</u>	Local School System	<i>Barbara Baker</i>		
3. Mr. Brian J. Bartels Director of Psychological Services	<u>Montgomery County Public Schools</u>	Pupil Services	<i>B. J. Bartels</i>		
4. Mrs. Deann M. Collins Director, Div. of Title I Programs	<u>Montgomery County Public Schools</u>	Local School System	<i>Deann Collins</i>	✓	
5. Ms. Janet Flemings Parent	<u>425 Eastlyne Ave.</u>	Parent			
6. Dr. Tasha Franklin Johnson Director of the Office of Federal Programs/Title I	<u>Baltimore City Public Schools</u>	Local School System	<i>Tasha Franklin</i>	<i>feedback via e-mail</i>	
7. Mr. Ray Leone President, Maryland PTA	<u>Maryland PTA</u>	Parent	<i>Ray Leone</i>	<i>feedback via e-mail</i>	
8. Dr. Debra Mahone Director	<u>Prince George's County Public Schools</u>	Local School System			
9. Ms. Patricia Nalley Board Member	<u>1927 Old Annapolis Rd.</u>	LEA Board Member		<i>form via e-mail sent</i>	

**Sign-in sheet for Committee of Practitioner Meetings for 2013-2014 – Please initial**

*Dec. 11, 2013*

Name & Title	School System/ Organization	Representation	October 10, 2013	January 14, 2014	May 22, 2014
10. Mr. Walter Reap Principal	<u>Germantown Elementary School</u>	Principal	WR	form sent via e-mail	
11. Ms. Julia Rogers Director, Government Funded Programs	<u>Archdiocese of Baltimore</u>	Non-Public/Private Schools	Julia Rogers	✓	
12. Ms. Susan Shaffer Executive Director	<u>Mid-Atlantic Equity Center</u>	MAEC	—	✓	
13. Ms. Beth Sheller Family Involvement Specialist	<u>Prince Street Elementary School</u>	Parent/Family Involvement	—		
14. Ms. Jacqueline Sterling Teacher	<u>Baltimore City Public Schools</u>	Local School System	—		
15. <del>Ms.</del> Felicia Lanham Tarason, (Ed. D) Director of Title I <sup>Thanks</sup>	<u>Baltimore County Public Schools (pls. put on School tag)</u>	Local School System	Dr. Quinn Lanham	✓	
16. Mr. Vernon Thompson Automotive Instructor	<u>Harford Technical H.S.</u>	Vocational Education	VTS	✓	
17. Ms. Janice E. Treakle Coordinator, Maryland Model for School Readiness	<u>Maryland State Department of Education</u>	MSDE	—		
18. Ms. Caroline Walker Title I Coordinator	<u>Howard County Public Schools</u>	Local School System	Caroline Walker	✓	

pls. put on name tag

**Sign-in sheet for Committee of Practitioner Meetings for 2013-2014 – Please initial**

*Dec 16, 2013*

Name & Title	School System/ Organization	Representation	October 10, 2013	January 14, 2014	May 22, 2014
19. Dr. Kathleen Wallis Title I Supervisor	<u>Carroll County Public Schools</u>	Local School System	—	<i>Feedback via e-mail</i>	
20. Mr. Robert Wells Board Member	<u>11966 Jeffrey Ln.</u>	LEA Board Member	—		
21. Ms. Quanya Williams Title I Intervention Teacher	<u>Northwood Elementary</u>	Local School System	—		
22. Ms. Tina McKnight Interim Director, Program Improvement and Family Support Branch	<u>Maryland State Department of Education</u>	MSDE - Title I State Director	<i>Tina McKnight</i>	✓	
23. Mr. John McGinnis Specialist, Pupil Services/Social Work	<u>Maryland State Department of Education</u>	Homeless liaison	✓	✓	
24. Mr. James Newkirk Specialist, School Improvement and School Support	<u>Maryland State Department of Education</u>	<i>J. Newkirk</i> →			
25. Ms. Maria Lamb Interim Assistant State Superintendent	<u>Maryland State Department of Education</u>	MSDE - Div. of Student, Family and School Support		✓	
26. Ms. Young-chan Han Specialist, Family Involvement & Title I	<u>Maryland State Department of Education</u>		<i>YCH</i>	✓	
27. Mr. Everett Johnson Administrative Assistant	<u>Maryland State Department of Education</u>				

MARYLAND STATE DEPARTMENT OF EDUCATION

TITLE I COMMITTEE OF PRACTITIONERS

Consultation feedback form for Maryland's 2013 School Improvement Grant Application

CONSULTATION FEEDBACK FORM FOR MARYLAND'S 2013 SCHOOL IMPROVEMENT GRANT APPLICATION

I had the opportunity to read, review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document that was emailed to me on Monday, December 9, 2013.

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

*See attached e-mail dated 12-16-13.*

Susan Shaffer

Name (print/type)

see attached e-mail (12-16-13  
1:54pm)

Signature

MAEC

County/Organization

Dec. 16, 2013

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

## Young-Chan Han

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**From:** Susan Shaffer [sshaffer@maec.org]  
**Sent:** Monday, December 16, 2013 1:59 PM  
**To:** Young-Chan Han  
**Subject:** Call today

Dear Young-Chan,

Please accept this as my approval for the documents. I have a school district meeting in my office and I stepped out to be on the call, but can't stay longer. I will try to get back on when they leave, if you are still on the call.

Best,  
Susan

---

**Susan Shaffer, President**

Mid-Atlantic Equity Consortium, Inc.

**Executive Director**

The Mid-Atlantic Equity Center

5272 River Road, Suite 340

Bethesda, MD 20816

301.657.7741 x118

301.657.8782 (fax)

[sshaffer@maec.org](mailto:sshaffer@maec.org)

[www.maec.org](http://www.maec.org)



**mid-atlantic equity**  
CONSORTIUM, INC.

*Celebrating 20 years of success linking educators, families, communities, and students to improve student achievement and further school reform.*

## Young-Chan Han

---

**From:** Johnson, Tasha [TJohnson02@bcps.k12.md.us]  
**Sent:** Monday, December 16, 2013 11:25 AM  
**To:** Everett Johnson; Barbara Baker; Beth Sheller; Brian Bartels; Caroline Walker; Deann Collins; Debra Mahone; Felicia Lanham Tarason; Sterling, Jacqueline; Janet Flemings; Janice Treakle; John McGinnis; Julia Rogers; Kathleen Wallis; Patricia Nalley; Williams, Quanya; Ray Leone; Robert Wells; Susan Shaffer; Tracey Adesegun; Vernon Thompson; Walter Reap  
**Cc:** Young-Chan Han  
**Subject:** RE: REMINDER: Please RSVP for the COP conference call meeting on Dec. 16, 2013  
**Attachments:** Final Draft FY 13 SEA SIG Application 12-5-13 (2).docx

Dear Young-Chan and COP committee members:

Unfortunately, I will not be able to attend the meeting; however, I have attached feedback on the SEA application and the relevant LEA requirements for the committee to review:

Pg. 10 – Breakthrough Center services as written. Will these services come at no-cost to the LEA? If this is a requirement, MSDE needs to outline expectations around costs.

Pg. 10 – LEA self-assessment. What is the purpose of this? Isn't the focus on the schools needs assessment?

Pg. 13 – Monthly status report of pre-implementation is duplicative to the ongoing interim grant reports.

Pg. 14 – separate the words "school performance " under the section of sample activities.

Pg. 15 – reference to RITA. Consider renaming since this Title doesn't reflect the waived body of work.

Pg. 15 – SIG Application – what is the purpose of the interviews? Should it occur earlier in the drafting of the application if it's necessary.

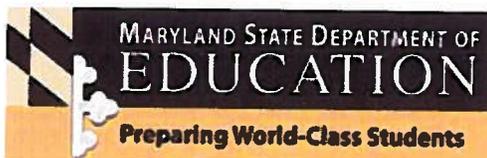
I look forward to the outcome.

Regards,

Tasha Franklin Johnson, Ph.D  
Director, Office of Federal Programs/Title I  
Baltimore City Public Schools

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**From:** Everett Johnson [<mailto:EJohnson@msde.state.md.us>]  
**Sent:** Wednesday, December 11, 2013 8:52 AM  
**To:** Barbara Baker; Beth Sheller; Brian Bartels; Caroline Walker; Deann Collins; Debra Mahone; Felicia Lanham Tarason; Sterling, Jacqueline; Janet Flemings; Janice E. Treakle; John McGinnis; Julia Rogers; Kathleen Wallis; Patricia Nalley; Williams, Quanya; Ray Leone; Robert Wells; Susan Shaffer; Johnson, Tasha; Tracey Adesegun; Vernon Thompson; Walter Reap  
**Cc:** Young-Chan Han  
**Subject:** REMINDER: Please RSVP for the COP conference call meeting on Dec. 16, 2013  
**Importance:** High



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

To: Title I Committee of Practitioners

MARYLAND STATE DEPARTMENT OF EDUCATION

TITLE I COMMITTEE OF PRACTITIONERS

Consultation feedback form for Maryland's 2013 School Improvement Grant Application

CONSULTATION FEEDBACK FORM FOR MARYLAND'S 2013 SCHOOL IMPROVEMENT GRANT APPLICATION

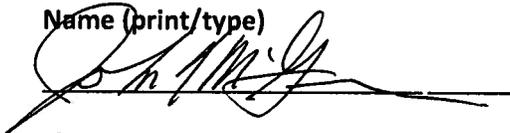
I had the opportunity to read, review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document that was emailed to me on Thursday, December 5, 2013.

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

JOHN MCGINNIS

Name (print/type)



Signature

MSDE

County/Organization

12/16/13

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

MARYLAND STATE DEPARTMENT OF EDUCATION

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Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Caroline Walker

Name (print/type)

Caroline Walker

Signature

Howard County Public Schools

County/Organization

12/16/13

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

*See attached e-mail dated 12-16-2013.*

Raymond Leone

Name (print/type)



Signature

Maryland PTA

County/Organization

12/16/13

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

## Young-Chan Han

---

**From:** President MDPTA [president@mdpta.org]  
**Sent:** Monday, December 16, 2013 12:44 PM  
**To:** Everett Johnson  
**Cc:** Barbara Baker; Beth Sheller; Brian Bartels; Caroline Walker; Deann Collins; Debra Mahone; Felicia Lanham Tarason; Jacqueline Sterling; Janet Flemings; Janice Treakle; John McGinnis; Julia Rogers; Kathleen Wallis; Patricia Nalley; Quanya Williams; Robert Wells; Susan Shaffer; Tasha Franklin Johnson; Tracey Adesegun; Vernon Thompson; Walter Reap; Young-Chan Han; Office Administrator  
**Subject:** Re: REMINDER: Please RSVP for the COP conference call meeting on Dec. 16, 2013

Good Afternoon,

I will not be able to make the 1pm call this afternoon after all. I needed to cover call outs at my store this morning and will not be able to get a break long enough to participate.

However I did have one concern and I may have missed it in reading, I did not see a tie in to the new PARCC assessments as opposed to MSA, are we going to look at the assessment scoring and progress over the 3 yr. span in relation to outcomes, specifically if a school trends downward even with the grant supported help?

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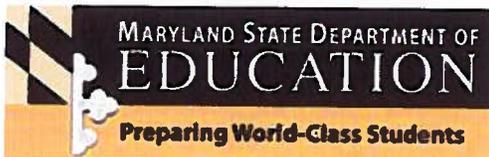
Thanks for letting PTA and Parents specifically have a voice in this process.

Ray

Ray Leone  
President  
Maryland PTA

"Making Every Child's Potential a Reality"

On Wed, Dec 11, 2013 at 8:52 AM, Everett Johnson <[EJohnson@msde.state.md.us](mailto:EJohnson@msde.state.md.us)> wrote:



**Lillian M. Lowery, Ed.D.**

**State Superintendent of Schools**

200 West Baltimore Street • Baltimore, MD 21201 • [410-767-0100](tel:410-767-0100) • [410-333-6442](tel:410-333-6442) TTY/TDD

To: Title I Committee of Practitioners

MARYLAND STATE DEPARTMENT OF EDUCATION

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Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Deann Collins

Name (print/type)

Deann Collins

Signature

Montgomery County Public Schools

County/Organization

12/17/13

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

MARYLAND STATE DEPARTMENT OF EDUCATION

TITLE I COMMITTEE OF PRACTITIONERS

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- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Comments

p. 20- choice options? – I though we didn't offer choice anymore

p. 30- Interim assessments- Are they aligned to PARCC? Common Core State Standards? – Reliability? Validity?

General comment- Where does the new principal/ teacher evaluation system fit in? –SLOs

p. 49- AYP vs. AMO- I thought we were looking at AMO with subgroups not AYP

Dr. Kathleen Wallis

Carroll County Public Schools-Title I

\_\_\_\_\_  
Signature

Date 12/17/13

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

MARYLAND STATE DEPARTMENT OF EDUCATION

TITLE I COMMITTEE OF PRACTITIONERS

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Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Patricia Nalley

Name (print/type)

Patricia Nalley

Signature

Anne Arundel County Board of Education

County/Organization

12/18/13

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

MARYLAND STATE DEPARTMENT OF EDUCATION

TITLE I COMMITTEE OF PRACTITIONERS

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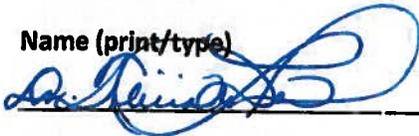
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Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Dr. Felicia Lanham Tarason

Name (print/type)



Signature

Baltimore County Public Schools

County/Organization

December 18, 2013

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

MARYLAND STATE DEPARTMENT OF EDUCATION  
COMMITTEE OF PRACTITIONERS

Consultation feedback form for Maryland's 2013 School Improvement Grant Application

CONSULTATION FEEDBACK FORM FOR GERMANTOWN'S 2013 SCHOOL IMPROVEMENT GRANT APPLICATION

I had the opportunity to read, review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document emailed to me on Thursday, December 5, 2013.

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document.
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Walter Reap

Name (print/type)

Walter Reap

Signature

Anne Arundel

County/Organization

12/18/2013

Date

Please complete and fax to Tina McKnight (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

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MARYLAND STATE DEPARTMENT OF EDUCATION  
TITLE I COMMITTEE OF PRACTITIONERS

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I had the opportunity to read, review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document that was emailed to me on Thursday, December 5, 2013.

Check the appropriate box.

- I do not have any comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document. - *Questions were addressed during conference call.*
- My comments on the Title I, Part A School Improvement Grant Application, 1003 (g) Draft document are written below:

Tracey J. Adese

Name (print/type)

Tracey J. Adese

Signature

PGCPS

County/Organization

12/16/13

Date

Please complete and fax to Tina McKnight at (410) 333-8010 or email at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us).

All comments are due by Wednesday, December 18, 2013.

The Maryland State Department of Education  
 Title I Committee of Practitioners  
 December 16, 2013  
 Teleconference Call (1:30-3:00 p.m.)

*My signature below\* represents that I have had the opportunity to review, provide feedback on and approve the Maryland's 2013 School Improvement Grant Application (1003 (g)).*

<u>Name</u>	<u>County/Organization</u>	<u>Signature</u>
Ms. Tracey Adesegun	Prince George's County Public Schools	X
Ms. Barbara Baker	Garrett County Public Schools	
Mr. Brian J. Bartels	Montgomery County Public Schools	
Mrs. Deann M. Collins	Montgomery County Public Schools	X
Ms. Janet Flemings	Parent	
Dr. Tasha Franklin Johnson	Baltimore City, Office of Federal Programs/Title I Office	
Mr. Ray Leone	MD PTA	X
Dr. Debra Mahone	Prince George's County Public Schools, Department of State & Federal Programs	
Ms. Patricia Nalley	Board Member, Anne Arundel Co BOE	X
Mr. Walter Reap	Germantown ES, Anne Arundel Co	X
Ms. Julia Rogers	Archdiocese of Baltimore	X
Ms. Susan Shaffer	Mid-Atlantic Equity Center	X
Ms. Beth Sheller	Prince Street Elementary School, Wicomico County	
Ms. Jacqueline Sterling	Baltimore City Public Schools	
Dr. Felicia Lanham Tarason, Ed. D	Baltimore County Public Schools	X
Mr. Vernon Thompson	Harford Technical H.S.	X
Ms. Janice E. Treakle	Maryland State Department of Education	
Ms. Caroline Walker	Howard County: Office of Academic Intervention & Title I	X
Dr. Kathleen Wallis	Carroll County Public Schools	X

\*A check under signature column represents the members who submitted their consultation/feedback forms who reviewed, discussed and approved the Title I, Part A School Improvement Grant Application, 1003 (g) application.

Mr. Robert Wells	Board Member	
Ms. Quanya Williams	Northwood Elementary	
Mr. John McGinnis	Homeless Liaison, MSDE	X
Ms. Tina McKnight	Maryland State Department of Education	
Ms. Maria Lamb	Maryland State Department of Education	
Mr. James Newkirk	Maryland State Department of Education	
Ms. Young-chan Han	Maryland State Department of Education	
Mr. Everett Johnson	Maryland State Department of Education	

\*A check under signature column represents the members who submitted their consultation/feedback forms who reviewed, discussed and approved the Title I, Part A School Improvement Grant Application, 1003 (g) application.



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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## **Title I Committee of Practitioners Conference Call - Meeting Notes December 16, 2013 (1:30-2:30 p.m.)**

**Members Present:** Caroline Walker (Chairperson), Tracey Adesegun, Deann Collins, John McGinnis, Felicia Lanham Tarason, Vernon Thompson, Julia Rogers, Susan Shaffer, Young-chan Han, Maria Lamb, Tina McKnight

**Welcome/Introductions/Roll Call:** Carolina Walker welcomed and thanked everyone for joining the conference call and explained the purpose of the call. The COP members will hear from MSDE staff on the overview of the Maryland's 2013 School Improvement Grant Application (1003g) for both LEA and SEA applications and the members will have an opportunity to ask questions and comment on the draft. Attendance was taken by Young-chan Han and confirmed 8 COP participated in the call.

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**Overview of the Maryland's 2013 School Improvement Grant Application (SIG) (1003g) by Tina McKnight:**

Tina gave an overview of the 2013 SEA and LEA SIG Application (1003g) and highlighted each section including the purpose of the SIG program, ESEA Flexibility, Availability of Funds, Submission information, program components, budget and budget narrative and appendices.

Key topics for the SIG SEA Application included the following:

- Eligible Schools including Tier I, Tier II, and Tier III definition of persistently lowest-achieving schools.
- List of schools eligible for FY2013 SIG funds – Tier I and Tier II schools that will be give in priority for FY2013 SIG funds (six schools in AAC, Baltimore City, and Prince George's County)
- Evaluation criteria
- Timeline for approving LEA applications
- SEA's program and fiscal monitoring visits to LEAs and SIG schools visits
- Waivers – shared about the New list waiver and Period of Availability waiver

Key topics for the SIG LEA Application included the following:

- Program Description/ Purpose of the Title I Section 1003 (g) School Improvement Grant
- Comprehensive Needs Assessment – there must be a tie between prioritized needs with activities on the plan.
- Pre-Implementation Plan/Activities
- Timeline for LEA monitoring of Tier I and Tier II schools for Year 1, 2, and 3
- LEA Commitments and Capacity – templates are to be used for the LEA's Central Support Team (LEA SIG leadership team) and Turnaround Executive Support Team (core group of decision makers overseeing the grant)
- School, LEA, and Consolidated Budget Narrative
- Reviewer's Tools for the Application – aligns with grant application

**Members were given the opportunity to ask questions and provide comments throughout the meeting.**

Tina McKnight fielded questions from several committee members regarding the use of funds, eligible schools, Focus vs. SIG grants, monthly status report, purpose of the in-person interviews, MSDE's monitoring of Tier I and Tier II school, alignment to PARCC vs. MSA, and SEA's technical assistance to LEAs. Two committee members who could not participate in the conference call submitted their questions via e-mail. These questions were also addressed during the call.

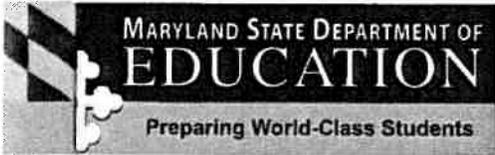
**Wrap up:** Young-chan Han thanked everyone for their participation on the conference call and asked everyone to complete the consultation/feedback form on the 2013 School Improvement Grant Application.\* The members were asked to e-mail or fax the completed form before December 18<sup>th</sup> in order for MSDE to send the comments/feedback to USED. The members were also reminded that unless there is an urgent issue to discuss, previously scheduled January 14, 2014 COP meeting will be cancelled.

**Upcoming COP meeting: January 14<sup>th</sup>, 2014 (if needed)**

**Spring meeting: May 22, 2014**

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\*MSDE received consultation/feedback forms from 10 committee members by December 19, 2013.



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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## MEMORANDUM

**TO:** Superintendents

**FROM:** Lillian M. Lowery, Ed.D. *L. Lowery*  
State Superintendent of Schools

**DATE:** December 6, 2013

**SUBJECT:** Notice and Comment: Maryland State Department of Education Waiver Requests for FY2013 School Improvement Grant, Title I, 1003(g)

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This memo serves as notice that the Maryland State Department of Education (MSDE) intends to submit specific waiver requests for the Title I School Improvement Grant 1003(g) funds as authorized under the Elementary and Secondary Education Act of 1965. The State believes that by requesting specific waiver(s), local education agencies (LEAs) that receive a School Improvement Grant will have increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified under the final requirements of Section 1003(g).

The final requirements, published in the Federal Register in October 2010, require school improvement funds to be focused on each state's Tier I, Tier II and Tier III schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring, that are identified by the SEA under paragraph (a)(1) of the definition of persistently lowest achieving schools.

Tier II schools are a State's persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds. In addition, high schools that have had a graduation rate below 60 percent over a number of years may be identified as Tier II.

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

For any 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.

**Turnaround model** - Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

**Restart model** - Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

**School closure** - Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

**Transformation model** - Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

#### **AVAILABLE WAIVERS:**

Through its application for funding to the United States Department of Education, Maryland will seek the following State-level waivers:

**Waiver 1: New List Waiver**

Because the State neither must nor elects 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 list it used for its FY2010 competition.

Maryland is requesting this waiver to allow the identified Tier I and Tier II schools that were not served with FY2010 funds to benefit from FY 2013 SIG funds.

**Waiver 2: Period of Eligibility of FY 2013 funds**

Waive section 412(b) of the General Education Provisions Act (20 U.S.C. Section 1225(b)) to extend the period of eligibility of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

Maryland is requesting this waiver to allow schools implementing a SIG model to continue implementation for three consecutive years thereby allowing schools and LEAs increased flexibility to improve the quality of instruction for students and the academic achievement of students in schools identified.

Superintendents  
December 6, 2013  
Page 3

Upon approval of Maryland's application, Maryland will release an application to all eligible LEAs for Title I 1003(g) school improvement funds. The following Local Education Agencies would be eligible for these waivers:

- Anne Arundel County--Tier I schools
- Baltimore City--Tier I, II, III schools
- Baltimore County--Tier III schools
- Dorchester County--Tier III
- Harford County--Tier III
- Prince George's County--Tier I, Tier II, III schools

If you have specific comments regarding MSDE's intent to submit these waiver requests, please send your comments via email to Tina McKnight, Interim Director, Program Improvement and Family Support at [tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us) or in writing to Tina McKnight, Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 4<sup>th</sup> Floor, Baltimore, Maryland 21201-2595. MSDE will accept comments between December 6, 2013 and December 20, 2013. Comments received will be forwarded to the United States Department of Education as part of our 1003(g) application. If you have any questions regarding the process, please feel free to contact Ms. McKnight by calling (410)767-0310.

Additional information about the Title I School Improvement Grant 1003(g) may be found on the United States Department of Education website [www.ed.gov/programs/sig/index.html](http://www.ed.gov/programs/sig/index.html). Information can also be obtained from the Federal Register and the Code of Federal Regulations is available on GPO Access at: [www.gpoaccess.gov/nara/index.html](http://www.gpoaccess.gov/nara/index.html). MSDE has posted an announcement pertaining to these waiver requests on our public website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

c: Penelope Thornton Talley, Esq.  
Maria E. Lamb  
Tina McKnight

Attachment

## Tina McKnight

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**From:** D'Ette W. Devine [ddevine@ccps.org]  
**Sent:** Wednesday, December 11, 2013 10:49 AM  
**To:** Tina McKnight  
**Subject:** Title 1 waivers

Email to Tina McKnight  
Interim Director of Program Improvement and Family Support  
[tmcknight@msde.state.md.us](mailto:tmcknight@msde.state.md.us)

Ms. McKnight:

The Cecil County staff has reviewed the two waivers that MSDE is proposing to USDE regarding the Title I 1003(g) school improvement funds. We would like to add our support of your efforts to (A) continue to serve the FY 2010 identified list of Tier I, II and III schools; and (B) extend the timeframe for those schools currently implementing a School Improvement Grant (SIG) model through FY 2016. These changes will allow for continuity of program and operational flexibility for those counties and schools identified for 1003(g) support.

Thank you for your support of Title I intervention programs that meet the needs of students throughout the state.

Regards,  
Dr. Devine

*D'Ette W. Devine, Ed.D.  
Superintendent of Schools  
Cecil County Public Schools  
201 Booth Street  
Elkton, MD 21921  
Telephone (410) 996-5499  
Fax (410) 996-5471*