



Maine Department of Education

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



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APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Maine Department of Education	Applicant's Mailing Address: 23 State House Station Augusta, Maine 04333
State Contact for the School Improvement Grant Name: Rachelle Tome . Position and Office: Director ESEA Title I Contact's Mailing Address: 23 State House Station Augusta, ME 04333 Telephone: 207-624-6705 Fax: 207-624-6706 Email address: rachelle.tome@maine.gov	
Chief State School Officer (Printed Name): Angela R. Faherty, Ph.D.	
Signature of the Chief State School Officer: 	Date: 7/1/2010
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**A. ELIGIBLE SCHOOLS:**

The Maine Department of Education (MDOE) list of Tier I, Tier II and Tier III schools can be found in *Appendix A* of this document (pages 12-14).

The MDOE definition of persistently lowest-achieving schools and school identification process can be found in *Appendix B* of this document (page 15).

B. EVALUATION CRITERIA:**Part 1**

Criteria the Maine Department of Education (MDOE) 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 identified in the LEA's application and has selected an intervention for each school.**

Following submission of Maine's School Improvement Grant (SIG) application, the MDOE will post grant information, the list of SIG eligible schools, and additional information regarding available technical assistance and needs assessment tools on the MDOE website. This information will also be disseminated by email to Superintendents, Title I coordinators and principals in districts with schools identified as eligible for SIG funding.

The MDOE will then hold conference calls/webinars for all eligible schools, describing the grant details, application process, needs assessment tools and answer questions. The MDOE will hold additional technical assistance sessions and will meet with LEAs as needed to support the SIG application process.

LEAs submitting an application for a Tier I and/or Tier II school will be asked to submit to the MDOE notification of their intent to apply for SIG funds. Each of these LEAs will be offered a \$3,000 needs assessment and planning grant, funded by Title I, Part A 1003(g) administrative funds. A Title I school improvement consultant will also be assigned to support the school through the planning process and to act as a liaison to the MDOE.

As part of the application process, LEAs will be notified that as a condition for accepting SIG funds, they will be required to report on the following indicators in progress reports and/or evaluations of the requirements:

- Number of minutes within the school year;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-

- college high schools, or dual enrollment classes;
- Discipline incidents;
- Truants;
- Teacher HQT status;
- Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and
- Teacher attendance rate.

The MDOE SIG application will require each LEA to analyze data pertinent to each school and to clearly articulate the results of their needs assessment and the goals they have selected to best meet their needs. The LEA is required to review and analyze data from the following areas:

- student achievement
- curriculum and instruction
- professional development
- family and community involvement
- school context and organization

The MDOE will require LEAs to demonstrate that they have prioritized their needs assessment results in order to focus on improving their areas in need of improvement by leveraging their strengths and the strengths of others outlined in their plan. The ultimate goals stated by the LEA will have to relate to improving student achievement outcomes.

The application will also require one of the four intervention models to be identified and an explanation as to how the model was chosen as the best match to the improvement goals for the particular school.

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

In order to determine if the LEA/school has the capacity to use the SIG funds in a manner that will adequately maximize resources and support to successfully implement the selected intervention model fully and effectively in the given school(s), the MDOE will require LEAs to provide evidence of stakeholder support to enact policies that will allow the individual schools the autonomy needed to implement the chosen model effectively. This evidence must demonstrate that the LEAs has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions, parents, students, and community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. Examples of stakeholder support may include narrative descriptions of meeting notes, surveys or other documentation.

The MDOE will also review the federal fund grant history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions).

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The MDOE will require applications to provide:

- a. A Three Year Action Plan (see Maine LEA SIG Application *page20*) that outlines **substantive** interventions and strategies which will be implemented to support full implementation of the selected school intervention model
 - b. Three Year School Budget Plans for identified schools and the LEA (see Maine LEA SIG Application) that must align with the goals and parameters of the grant
 - c. One Year Detailed Budget Narratives covering each year from SY2010-11 through SY2012-13 for identified schools and the LEA (see Maine LEA SIG Application), with supporting justification forms for any professional development, contracted services and equipment planned.
- (4) Reviewers, including the state Title I Director, will check to see if the budget aligns with proposed activities and includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for meeting the proposed improvement model, and matching or other funding sources to sustain strategies beyond the life of the grant.

Part 2

Actions the MDOE will take to assess LEA commitment to complete the following actions:

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

The MDOE has included assurances (see Maine LEA SIG Application *pages 23-24*) within the LEA application that Superintendents must sign to ensure their commitment to complete the actions listed above. The MDOE has also included questions related to each of the components described in Part 1 (above) in the LEA Application. MDOE anticipates that LEAs will have been involved with preliminary work prior to receiving final approval for the grant funding. The LEA application specifically requires each LEA to respond to the following areas 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 by April 16, 2010
 - Each LEA with eligible Tier I and Tier II schools will participate in technical assistance calls with the MDOE on March 18 and April 7, 2010.
 - Each LEA application will be evaluated by an MDOE application review committee using the scoring rubric located in Appendix E. This tool was developed to evaluate the commitment and capacity of the LEA to implement the selected intervention model.
 - LEAs must obtain a minimum score of 72 out of 105 possible points to demonstrate the commitment and capacity needed to provide adequate resources and related support to each Tier I, and Tier II school identified in the LEA's application in order to implement fully and effectively the selected interventions in each identified school.
 - Technical assistance will be provided throughout the project by the Title I Office and the MDOE statewide system of support.
- **Recruit, screen, and select external providers, if applicable, to ensure their quality.**
 - The LEA is required to demonstrate that it has developed procedures to recruit, screen and select external providers. The process must include a variety of stakeholders. These

procedures will be articulated in Section B1 (d) of the LEA application. Evaluation of the response submitted for this element is included in the MDOE scoring rubric.

- **Align other resources with the interventions.**
 - The LEA is required to submit a detailed budget narrative with their application. This will provide evidence of how other resources are aligned with the selected intervention. Additional resources may include: State and local funding, Title I, Part A, Title II, Title III, Title I, 1003(a) funds.
- **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 School Board agendas that will support the modification of policies or practices that will enable it to fully implement the intervention models effectively.
- **Sustain the reforms after the funding period ends.**
 - The LEA is required to provide a narrative describing how it will ensure that improvement efforts can be sustained once this funding ends. MDOE will consider the following when evaluating the LEA's response:
 - Actions that support the modification of policies or practices that will enable full and effective implementation of selected intervention models.
 - Commitment to align budgets toward efforts that are sustainable and willingness to allow MDOE to re-evaluate budgets throughout the grant period.
 - Extent to which professional development is ongoing and job-embedded.
 - Alignment of other resources, people, time and funding, to support the reform effort.

As part of the final review process, application review committee members will discuss any particular areas of concern. The assigned Title I school improvement consultant will work with the LEA as needed to provide technical assistance and to ensure compliance and commitment.

C. EVALUATING CAPACITY:

Actions the MDOE will take to evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school and actions that will be taken if it is determined that an LEA has more capacity than the LEA demonstrates.

Each LEA, with Tier I schools, that applies for SIG funding will be required by MDOE to serve each of its Tier I schools using one of the four school intervention models outlined by the USED unless the LEA demonstrates that it lacks sufficient capacity to do so. To assess the capacity of individual Tier I schools, the MDOE will require a description of each of the following elements, from all LEA applicants for each eligible Tier I school, including those schools that claim they do not have the capacity to implement a SIG model:

- Support from the school community and teachers' union in regards to staffing and teacher and administrator evaluation requirements outlined in the intervention models;
- Ability and process to recruit new principals that can effectively implement the turnaround or transformation model, when applicable;
- Commitment of the school community, including the school board, to eliminate barriers and change policies and practices that will support the intervention models;

- The ability to implement the basic elements of the chosen intervention model by the beginning of the 2010-2011 school year;
- History of capacity to implement school improvement plans; and
- An identified LEA SIG Coordinator who will work the MDOE and the assigned Title I school improvement consultant and will participate in technical assistance opportunities provided by MDOE for SIG applicants and approved LEAs.

If an LEA claims that it lacks sufficient capacity to serve each Tier I school, the MDOE will evaluate the sufficiency of the LEA's claim. If it is determined that an LEA has more capacity to implement an intervention model in a given Tier I school than demonstrated by the LEA, the MDOE will discuss the capacity issues with the Superintendent and factor the information into the approval of the LEA application. The LEA will be required to implement an intervention model in the given school; otherwise the LEA application will be rejected.

D. DESCRIPTIVE INFORMATION:

(1) Process and timeline MDOE will use for approving LEA applications:

Step 1: Application Review:

An MDOE review team, comprised of MDOE staff and Title I school improvement consultants knowledgeable about school improvement/reform with no conflicts of interest, will review a first draft of the applications. The reviewers will read each application and score it independently. Reviewers will use appropriate scoring rubrics (see Maine LEA SIG Application Appendix E page 36-43) to determine both compliance with the Title I 1003(g) SIG guidance, and whether or not sufficient description and evidence has been provided. They will meet and provide feedback based on consensus. Feedback will be provided to the LEA within ten days of the submission. In order to be considered approvable, the application must receive a score of 72 out of 105 possible and must address all requirements outlined in the application and proposed intervention model. Should revisions be needed, either to achieve the minimum of 72 points and/or to provide additional clarification, the LEA will submit a second draft.

Step 2: Application Clarification:

MDOE Title I staff will review the revisions, using the reviewer's scoring tool, and provide feedback within five days. Should the LEA not be on track to successfully submit an approvable application, which meets the minimum score of 72 and contains all required elements, MDOE Title I staff will meet with the LEA regularly to provide support and technical assistance in order to secure an approvable application by July 15, 2010 or sooner. Actual date of approval is contingent upon LEA submission of requested revisions.

Step 3: Awarding of Grants:

Applications will be placed in order of priority based on the USED guidance (including Tier I and Tier II schools receiving priority over Tier III schools) and, if necessary, rank ordered within each sub group based on points earned on the application submitted in Step 1 and any clarifying information that may also have been provided in step 1. All applications considered for funding must demonstrate consistent strength throughout their entire application and all scoring rubric sections. The final review team will then recommend to the Maine Commissioner of Education which LEAs have been approved for funding based on the priority ranking and funds available.

LEA Application and Grant Approval Timeline:

March 18 th	Conference call with LEAs having eligible schools to review the process
April 15 th	LEA intent to apply
April 15 th	Submission of proposed planning activities (funded with Administrative funds)
April 15 th - 19 th	MDOE review and approval of LEA proposed planning grants
May 13 th	Complete LEA application due
May 25 th – June 4 th	Application review
June 18 th	LEA grants awarded following MDOE approval
Fall 2010	LEA begins implementation of grant and intervention model

(2) Process MDOE will use for reviewing annual LEA goals for student achievement for its Tier I, II, III schools and determination of whether to renew the LEA's School Improvement Grant if one or more Tier I, II, III schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The MDOE will require all grant participants to complete an annual evaluation/progress report that will include an update on each component of the selected intervention model, an updated budget (including added detail for the upcoming year) and evidence of strategies implemented, successful outcomes or challenges that impeded progress towards established goals.

The MDOE will review the progress report submitted by LEAs for responses and evidence to support the following statements. Evidence provided will be used by MDOE school improvement team members in order to determine if funding for year two or three should be awarded:

- The LEA has provided evidence that the selected intervention model is being implemented appropriately, according to model descriptions/requirements.
- The schools receiving grant funding have made adequate progress towards previously established goals.
- Funds been utilized appropriately.
- There been no changes within the LEA that may impact the capacity to continue implementation of the intervention model.
- The LEA and/or school in good standing regarding school approval and federal and state program/accountability requirements.
- The LEA has submitted required data and reports in a timely fashion.
- The LEA has provided evidence of successful progress toward meeting goals established in the intervention model.

Based upon responses provided for the questions listed above, including supporting evidence from the LEA, and a site visit report, MDOE will determine the LEA's capacity to ensure continued effective implementation of the selected intervention model, progress toward meeting goals, and subsequent renewal of the School Improvement Grant funds.

(3) Process MDOE will use to determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The MDOE will review the progress report submitted by LEAs for responses and evidence to support the following statements. Evidence provided will be used by MDOE school improvement team members in order to determine if funding for year two or three should be awarded:

- The LEA has provided evidence that the interventions developed for Tier III schools are being implemented appropriately
- The schools receiving grant funding have made adequate progress towards previously established goals.
- Funds been utilized appropriately.
- There been no changes within the LEA that may impact the capacity to continue implementation of the intervention model.
- The LEA and/or school in good standing regarding school approval and federal and state program/accountability requirements.
- The LEA has submitted required data and reports in a timely fashion.
- The LEA has provided evidence of successful progress toward meeting goals established in Tier III intervention plans.

Based upon responses provided for the questions listed above, including supporting evidence from the LEA, and a site visit report, MDOE will determine the LEA's capacity to ensure continued effective implementation of the selected intervention model, progress toward meeting goals, and subsequent renewal of the School Improvement Grant funds.

(4) Process MDOE will use to monitor each LEA that receives a SIG funds to ensure full and effective implementation of the selected school intervention model.

The MDOE will assign a Title I school improvement consultant to each participating LEA. This consultant will act as a liaison to MDOE and will provide regular communication to the MDOE Title I School Improvement team. This represents an extension of Maine's current improvement process for supporting Title I schools. The appointed consultant may be an MDOE staff member or contracted service provider specializing in school reform. The liaison and/or contracted service provider will monitor each LEA's SIG grant implementation through various methods, including: onsite visits, desk audits, SIG team meetings, phone discussions, report reviews and quarterly meetings with LEA teams.

(5) Process MDOE will use to prioritize School Improvement Grants to LEAs if sufficient school improvement funds to serve all eligible schools are not available.

Should sufficient school improvement funds to serve all eligible schools not be available and prioritization of School Improvement Grant be necessary, the following process will be employed:

- 1) All submitted applications will be reviewed and rated, based on the rubrics provided in Appendices E1 and E2 and on SEA of consideration of and LEAs capacity to effectively implement one of the required intervention models (See Section C).
- 2) For those LEAs demonstrating the capacity needed to effectively implement required intervention strategies, applications for Tier I schools will receive the highest priority for

funding and thus, will be rank ordered first. LEA applications with the highest points will receive priority for funding. LEA applications for Tier I schools which do not achieve a minimum score of 72 will continue to have priority for funding and will receive technical assistance from MDOE to submit an approvable application that adequately addresses the needs of the school(s) and demonstrates the capacity to implement the model selected for each Tier I school.

- 3) After all Tier I schools have been served, LEAs with Tier II schools will be rank ordered. LEA applications with the highest points will receive priority for funding. LEA applications for Tier II schools which do not achieve a minimum score of 72 will continue to have priority for funding and will receive technical assistance from MDOE to submit an approvable application that adequately addresses the needs of the school(s) and demonstrates the capacity to implement the model selected for each Tier II school.
- 4) MDOE will evaluate the adequacy of proposed budgets in the attempt to provide sufficient SIG funds to serve eligible Tier I and Tier II schools.

(6) Criteria MDOE will use to prioritize Tier III schools.

In addition to following Section II.B.4 of the USED SIG final requirements the MDOE will prioritize among approvable Tier III schools by awarding first to those that are willing to implement one of the four intervention models. Tier III schools requesting funds greater than \$50,000 will then be considered based on the ranking used to determine Tier I schools, with those having the lowest percentage of achievement considered first, as measured by statewide percentages for proficiency in reading and mathematics.

(7) Criteria MDOE will use to take over any Tier I or Tier II schools.

Maine law currently not does allow the MDOE or state board of education to take control of the daily operations of any public school.

(8) School intervention models the MDOE will implement in the absence of a takeover.

At the time of the submission of this application, it has not yet been determined whether the MDOE will provide services directly to any schools in the absence of a takeover. If there is a decision to provide such services at a later date, the MDOE will amend this application to provide the required information.

(E) ASSURANCES:

As part of its application submission, the MDOE assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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 identified in the LEA's application that the SEA has determined the LEA has the capacity to serve.

- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements. (Please note: Maine does not currently allow charter schools.)
- 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; amount of the grant; 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.
- Report the specific school-level data required in section III of the final notice.

Special notes:

- Maine is not currently participating in the USED's differentiated accountability pilot.
- Maine law does not currently allow for school takeovers, eliminating the restart improvement model from consideration. The assurances related to charter school are not applicable to Maine and are not included in the LEA application.

(F) SEA 5% RESERVATION:

The MDOE intends to use the SIG Title I, Part A 1003 (g) regular and ARRA administration funds to hire additional staff and Title I school improvement consultants, to act of liaisons from MDOE to the SIG grantees. As part of Maine's directed model for school improvement support, these consultants will provide professional development and technical assistance to LEAs and individual schools and will also assist in ongoing data collect and evaluation of grant activities. These consultants will also assist in the development of coordinated professional development opportunities directed at all participating schools, such as a "transformational Leadership Academy", incorporating ideas from key leadership researchers, such as Philip Hallinger or Kenneth Leithwood and Doris Janzi. Funds will be used to increase monitoring and technical assistance for participating LEAs and to broaden the school reform perspective and experience level of the MDOE and LEA staff.

(G) CONSULTATION WITH STAKEHOLDERS:

- In accordance with section 1903(b) of the ESEA) the MDOE consulted with the Committee of Practitioners on January 27, 2010 to share SIG information and guidance. The purpose of this meeting was to gain input from multiple stakeholders and make decisions pertaining to the development of the SIG implementation process and how the participating LEAs and schools can best be supported throughout this effort.
- The MDOE Commissioner of Education, Susan A. Gendron, conducted a phone conference on February 2nd with LEA superintendents and other interested stakeholders, including school board members, Maine School Management representatives, LEA NCLB directors and school administrators. Rachelle Tome, Director of ESEA Title I, provided an outline of the SIG program and answered questions related to SIG process and the identification of persistently lowest-achieving schools. Conference information can be accessed at the following link:
<http://www.maine.gov/education/recovery/index.html>

Notes and comments from stakeholders meetings are available upon request.

(H) WAIVERS:

The MDOE requests a waiver of the requirements it has listed below. These waivers would allow any 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 MDOE 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, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's persistently lowest-achieving schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- 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 school that does not meet the poverty threshold.
- Waive sections 1003(g)(1) and (7) of the ESEA that limit the use of school improvement funds to Title I schools in improvement, corrective action, or restructuring to permit LEAs to use school improvement funds to serve Tier II schools.

The MDOE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

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

The MDOE assures that it will ensure that any LEA implementing the waiver of sections 1003(g)(1) and (7) provides each Tier II school served through the waiver all of the State and local funds it would have received in the absence of being served with school improvement funds through the waiver.

The MDOE assures that it has provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request for waiver. A copy of this notice as well as copies of any comments it received from LEAs is attached in *Appendix C* of this document. The MDOE also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public, which is by publishing a notice in the newspaper and by posting information on its Web site.

This notice can be found at the following link: <http://www.maine.gov/education/nclb/index.html>
At this time of this application, the waiver information was still posted for LEA and public comment. The public comment period is scheduled to end on March ^{12th}, at which time the comments will be compiled and considered by the MDOE. To date, there have been no comments submitted. If needed, an amendment will be sent to the USED to provide any comments received.

The MDOE assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

Appendix A: ELIGIBLE SCHOOLS

<u>LEA NAME,</u>	<u>NCES ID #</u>	<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>
RSU 1	2314772	Bath Middle School	00062			x
S.A.D. 54	2314590	Bloomfield Elementary School	00948			x
RSU 10	2314795	Buckfield Jr-Sr High School	01053			x
Five Town C.S.D.	2300053	Camden Hills Regional H. S.	05014			x
S.A.D. 74	2314767	Carrabec High School	00954		x	
RSU 39	2314794	Caribou Middle School	00113			x
RSU 4	2314783	Carrie Ricker Middle School	00320			x
S.A.D. 64	2314440	Central Middle School	00943			x
RSU 12	2314780	Chelsea Elementary School	00120			x
Deer-Isle Stonington C.S.D.	2304895	Deer Isle-Stonington High Sch.	00127	x		
S.A.D. 46	2314530	Dexter Middle School	00288			x
Portland School Dept	2309930	East End Community School	00279			x
RSU 24	2314790	Ellsworth High School	00270			x
S.A.D. 27	2311100	Fort Kent Community High School	00405			x
S.A.D. 27	2311100	Fort Kent Elementary School	00406			x
Lewiston School Dept	2307320	Governor James B. Longley Elem Sch	00194	x		
S.A.D. 52	2314160	Greene Central School	00657			x
Greenville School Dept	2306250	Greenville Middle/High School	00422			x
RSU 2	2314776	Hall-Dale Middle School	01031			x

Maine SEA School Improvement Grant Application

May 2010

S.A.D. 70	2314762	Hodgdon High School	00795		x	
S.A.D. 29	2311160	Houlton High School	00416	x		
S.A.D. 29	2311160	Houlton Junior High School	00301			x
Jay School Dept	2306840	Jay Middle School	00174			x
Great Salt Bay CSD	2306160	Jefferson Village School	00175			x
S.A.D. 61	2314210	Lake Region High School	00673		x	
RSU 34	2314782	Leonard Middle School	00246			x
Lewiston School Dept	2307320	Lewiston Middle School	00191			x
RSU 39	2314794	Limestone Community School	00200			x
Portland School Dept	2309930	Lincoln Middle School	00275			x
S.A.D. 36	2311400	Livermore Falls High School	00458		x	
S.A.D. 36	2311400	Livermore Falls Middle School	00459			x
S.A.D. 59	2314560	Madison Elementary School	00500			x
S.A.D. 59	2314560	Madison Area High School	00998		x	
Medway School Dept	2308160	Medway Middle School	00220			x
Millinocket School Dept	2308280	Millinocket Middle School	00226			x
S.A.D. 41	2311580	Milo Elementary School	00492			x
Lewiston	2307320	Montello School	00193			x
RSU 10	2314795	Mountain Valley High School	00303			x
RSU 24	2314790	Mountain View School	00566			x
S.A.D. 58	2314300	Mt. Abram Regional High School	00686			x

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S.A.D. 60	2314700	Noble Middle School	00783			x
RSU 4	2314783	Oak Hill High School	00320			x
S.A.D. 17	2310770	Oxford Elementary School	01051			x
Portland School Dept	2309930	Riverton School	00286	x		
RSU 4	2314783	Sabattus Central School	00587			x
So Aroostook C.S.D	2312410	So. Aroostook CSD School	00590			x
RSU 19	2314785	Somerset Valley Middle School	00552			x
RSU 13	2314787	South School	00530			x
RSU 24	2314785	Sumner Memorial High School	00148	x		
S.A.D. 44	2311670	Telstar Middle School	01010			x
Lewiston School Dept	2307320	Thomas J. McMahon Elementary School	00196			x
S.A.D. 53	2314610	Vickery School	00763			x
So Portland School Dist	2312330	Waldo T. Skillin Elementary School	00033			x
S.A.D. 53	2314610	Warsaw Middle School	00764			x

Appendix B: DEFINITION OF PERSISTENTLY LOWEST-ACHIEVING SCHOOLS

DEFINITION OF PERSISTENTLY LOWEST ACHIEVING SCHOOLS:

Maine defines “persistently lowest-achieving schools” as those schools ranking the lowest, based on a three year average of proficiency in Reading and Math combined from 2007-2009, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2007 to 2008, 2008 to 2009. This definition will be used to generate a list schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

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

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

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

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

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

APPENDIX C: Public comments

No public comments have been submitted.



Maine Department of Education

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

Elementary and Secondary Education Act

LEA School Improvement Grant Application 2010



Intent to Apply Due: April 15, 2010

Full Application Due: May 13, 2010

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

Purpose of the Program

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

State and LEA Allocations

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

Availability of Funds

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. Maine has requested a waiver of the period of availability to permit the LEAs to obligate the funds through September 30, 2013.

School Improvement Grant Guidance

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and have one or more schools that qualify under the MDOE definition of a Tier I, Tier II, or Tier III school;
- serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants;
- determine a budget for each Tier I and Tier II school it commits to serve consisting of an amount which is of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants. The LEA’s budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA;

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- ensure that each Tier I, Tier II, or Tier III schools it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- apply to serve at least one or more Tier I schools located in this district and not apply only for a grant to serve only Tier III schools.
- meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

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

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

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

USED School Improvement Grant PowerPoint: <http://www2.ed.gov/programs/sif/applicant.html#ppts>

School Improvement Grant LEA Application Process

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

Step 1: Application Review:

An MDOE review team, comprised of MDOE staff and Title I school improvement consultants knowledgeable about school improvement/reform with no conflicts of interest, will review a first draft of the applications. The reviewers will read each application and score it independently. Reviewers will use appropriate scoring rubrics (see Maine LEA SIG Application Appendix E page 36-43) to determine both compliance with the Title I 1003(g) SIG guidance, and whether or not sufficient description and evidence has been provided. They will meet and provide feedback based on consensus. Feedback will be provided to the LEA within ten days of the submission. Should revisions be needed, the LEA will submit a second draft.

Step 2: Application Clarification:

The review panel will score the revisions, using the reviewer's scoring tool, and provide feedback within five days. Should the LEA not be on track to successfully submit an approvable application by June 30, 2010, MDOE Title I staff will meet with the LEA regularly to provide support and technical assistance in order to secure an approvable application by June 30, 2010.

Step 3: Awarding of Grants:

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

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LEA Application and Grant Approval Timeline:

LEA Application and Grant Approval Timeline:

March 18 th	Conference call with LEAs having eligible schools to review the process
April 15 th	LEA intent to apply and planning grant request due
April 15 th - 19 th	MDOE review and approval of LEA planning grants
May 13 th	Complete LEA application due
May 25 th – June 4 th	Application review
June 18 th	LEA grants awarded
June 18 th –Sept. 7 th	LEA begins implementation of grant and intervention model

Application Submission Information

Paperwork Required:

LEAs submitting with Tier I and Tier II schools-

- Submit an intent to apply (page 10) a planning grant template (page 11) by April 2nd.
- Submit a complete application electronically to janice.bunnell@maine.gov and one hard copy to the ESEA/NCLB Clearinghouse office (address below) by May 7th.

LEAs submitting with Tier III school only-

- Submit an intent to apply (page 10) by April 2nd.
- Submit a complete application electronically to janice.bunnell@maine.gov and one hard copy to the ESEA/NCLB Clearinghouse office (address page 5) by May 7th.

Format:

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

Due Dates:

- Intent to apply/planning grant applications must be received at the MDOE by 4:00 pm no later than April 2, 2010.
- Complete grant applications must be received at the MDOE by 4:00 pm no later than May 7, 2010.

**Maine SEA School Improvement Grant Application
PART II LEA School Improvement Grant Application**

May 2010

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

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

Additionally, electronic copies should be sent to: janice.bunnell@maine.gov

Eligible LEAs/Schools

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the USED SIG guidance, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2006-07, 2007-08, and 2008-09, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2006-07 to 2007-08, and from 2007-08 to 2008-09. The two rates were then totaled. All schools in the state were then rank ordered by the rate of progress to determine the state median. Schools meeting the criteria set by USED were then reviewed for eligibility. See *Appendix A* for an overview of the school selection process.

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

Required Intervention Models for Tier I and Tier II Schools

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

1) Turnaround Model

A turnaround model is one in which an LEA must:

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

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

2) Restart Model

A restart model is one in which an LEA must:

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

3) School Closure Model

School closure model is one in which the LEA must:

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

4) Transformation Model

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

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

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

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

ii) Comprehensive instructional reform strategies section:

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

In secondary schools—

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

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

- Establish schedules and strategies that provide increased learning time (as defined in the USED SIG guidance); and
- Provide ongoing mechanisms for family and community engagement.

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PART II LEA School Improvement Grant Application

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

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

Questions

Questions may be directed to Rachelle Tome at rachelle.tome@maine.gov or 207-624-6705.

Intent to Apply & Planning Grant Application

LEA/District:

District Mailing Address:

Phone:	Fax:	E-Mail:
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Superintendent Name:

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

Superintendent's Signature: _____ **Date:** _____

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

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

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

Mailing Address (if different from above):

Work Phone:	Fax:	E-Mail:
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LEA Improvement Planning Committee Members

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

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

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

MAINE DEPARTMENT OF EDUCATION



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

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

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

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

Signature, Superintendent of Schools Date

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

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

Intent to Apply Due: April 15, 2010
Full Application Due: May 13, 2010

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

A. SCHOOLS TO BE SERVED:

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

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

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

SCHOOL NAME:							
B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT							
SCHOOL NAME:	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
				turnaround	restart	closure	transformation
1) For each school to be served with 1003 (g) School Improvement Funds, clearly describe in narrative form: a) The analysis of needs for this school; b) The rationale for the specific intervention selected;							

LEA NARRATIVE:

SCHOOL NAME:
Section B1
c) The LEA’s capacity to provide adequate resources and related support to each Tier I and Tier II in order to fully and effectively implement the required activities of the school intervention model it has selected. For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA’s decision that it lacks the capacity to serve such school(s).

LEA CAPACITY:

SCHOOL NAME:

Section B1

d) Describe the actions that have been taken, or will be take, to—

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively;**
and
- **Sustain the reforms after the funding period ends.**

LEA NARRATIVE

SCHOOL NAME:

Section B2

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

IMPLEMENTATION TIMELINE

Section B3

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

ANNUAL GOALS

Section B4

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

TIER III SERVICES:**Section B5**

Describe how the LEA will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

CONSULTATION WITH STAKEHOLDERS:

Title I 1003(g) School Improvement Grant Action Plan

(Please complete one per school)

School Name:

Goal

Strategy

Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:

- Turnaround model
 Restart model
 School closure model
 Transformation model
 Tier III proposed model _____ (if not choosing one of the four US ED models)

Proposed Activities for 2010-2013

Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.

Resources

What existing and/or new resources will be used to accomplish the activity?

Timeline

When will this activity begin and end?

Oversight

Who will take primary responsibility/ leadership? Who else needs to be involved?

Monitoring (Implementation)

*What evidence will be collected to document implementation?

How often and by whom?*

Monitoring (Effectiveness)

*What evidence will be collected to assess effectiveness?

How often and by whom?*

Title I School Improvement Funds

Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.

SCHOOL NAME:

C. BUDGET INFORMATION

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

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

Note: The LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. According to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year.

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

School Name	Year I Budget	Year 2 Budget	Year 3 Budget	School Budget Total
Total LEA Yearly Budgets				

THREE YEAR SCHOOL BUDGET PLAN

SCHOOL NAME: <i>(Complete one per school)</i>	TIER I			TIER II		TIER III
	<i>(Circle tier applicable to this school)</i>					
Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
Administration <i>Include other costs associated with supporting plan implementation.</i>						
Indirect Costs						
Total						

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVES

Use this form to provide sufficient detail regarding proposed expenditure for each year of the 2010-2013 project periods. One template should be created for each year. Complete all appropriate justification forms (Appendix C and D, pages 31-32).

SCHOOL YEAR: 2010-2011 2011-2012 2012-2013 (Circle Appropriate year)		
SCHOOL NAME: (Complete one per school)		TIER I TIER II TIER III (Circle tier applicable to this school)
Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		

THREE YEAR LEA BUDGET PLAN (Tier I and Tier II schools only)

LEA NAME:						
Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
Administration <i>Include other costs associated with supporting plan implementation.</i>						
Indirect Costs						
Total						

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

SCHOOL YEAR: 2010-2011 2011-2012 2012-2013 (Circle Appropriate year)		
LEA NAME:		
Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		

THREE YEAR LEA BUDGET PLAN (Tier III schools only)

LEA NAME:						
Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>						
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>						
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
Administration <i>Include other costs associated with supporting plan implementation.</i>						
Indirect Costs						
Total						

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

SCHOOL YEAR: 2010-2011 2011-2012 2012-2013 (Circle Appropriate year)		
LEA NAME:		
Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		

D. ASSURANCES

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

This LEA provides an assurance that—

- **School Improvement Grant funds will be used to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;**
- **The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities;**
- **Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations;**
- **Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements;**
- **The funds received under this grant will be used to address the goals set forth in the attached application;**
- **Fiscally related information will be provided with the timeliness established for the program(s);**
- **All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will provide data through quarterly meetings, evaluations, progress reports, or on-site visitations, including:**
 - **Number of minutes within the school year;**
 - **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
 - **Dropout rate;**
 - **Student attendance rate;**
 - **Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;**
 - **Discipline incidents;**
 - **Truants;**
 - **Teacher HQT status;**

- **Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and**
- **Teacher attendance rate;**

- **All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators listed above in order to monitor each Tier I and Tier II school that it serves with school improvement funds;**

- **All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the MDOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results;**

- **All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will assign a Title I 1003(g) School Improvement Grant Coordinator who will participate in MDOE Title I 1003(g) School Improvement Grant meetings and will have a LEA Improvement Planning/ Implementation Committee that meets regularly;**

- **Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive;**

- **The reforms will be sustained after the funding period ends.**

Superintendent Signature

Date

E. WAIVERS

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

- Extending the period of availability of school improvement funds. (This waiver is automatic, based on a waiver request made by the Maine Department of Education on behalf of all Maine LEA's.**
- "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.**
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.**

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

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the US Department of Education Guidance for the Title I School Improvement Grant, each Maine school’s annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2006-07, 2007-08, and 2008-09, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2006-07 to 2007-08, and from 2007-08 to 2008-09. The two rates were then totaled. Schools meeting the criteria set by USED were then reviewed for eligibility. Maine’s Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (USED) on February 22, 2010, is located in *Appendix B* of this document (page 30).

Tier I Schools

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

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

Identification of Tier I Schools (Condition 1)

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I CIP Schools in the state.*
 - Total number of Title I CIP schools in 2009-10 = 49
 - 5% of 49= 2; the guidance requires that a minimum of 5 schools be identified.
 - Rank order the Title I CIP schools from low to high, based on the 3-year average percentage of proficiency.
 - Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 4.18 (State median)
 - Five Tier I eligible schools identified under Condition 1.(see Eligible Schools Table)

Identification of Tier I Schools (Condition 2)

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

Appendix A (cont.):

Tier II Schools

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

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

Identification of Tier II Schools (Condition 1)

- *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater.*
- Rank order all high schools, not currently receiving Title I funds; n=95.
- 5 % of 95 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 4.18 (State median)
- Five Tier II eligible schools identified under Condition 1.(see Eligible Schools Table)

Identification of Tier II Schools (Condition 2)

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

TIER III Schools

Schools categorized as Tier III must meet the following conditions:

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

Identification of Tier III Schools (Condition 1)

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

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Appendix A (cont.):

ELIGIBLE SCHOOLS

<u>LEA NAME,</u>	<u>NCES ID</u> #	<u>SCHOOL NAME</u>	<u>NCES ID</u> #	<u>TIER</u> I	<u>TIER</u> II	<u>TIER</u> III
RSU 1	2314772	Bath Middle School	00062			x
S.A.D. 54	2314590	Bloomfield Elementary School	00948			x
RSU 10	2314795	Buckfield Jr-Sr High School	01053			x
Five Town C.S.D.	2300053	Camden Hills Regional H. S.	05014			x
S.A.D. 74	2314767	Carrabec High School	00954		x	
RSU 39	2314794	Caribou Middle School	00113			x
RSU 4	2314783	Carrie Ricker Middle School	00320			x
S.A.D. 64	2314440	Central Middle School	00943			x
RSU 12	2314780	Chelsea Elementary School	00120			x
Deer-Isle Stonington C.S.D.	2304895	Deer Isle-Stonington High Sch.	00127	x		
S.A.D. 46	2314530	Dexter Middle School	00288			x
Portland School Dept	2309930	East End Community School	00279			x
RSU 24	2314790	Ellsworth High School	00270			x
S.A.D. 27	2311100	Fort Kent Community High School	00405			x
S.A.D. 27	2311100	Fort Kent Elementary School	00406			x
Lewiston School Dept	2307320	Governor James B. Longley Elem Sch	00194	x		
S.A.D. 52	2314160	Greene Central School	00657			x
Greenville School Dept	2306250	Greenville Middle/High School	00422			x
RSU 2	2314776	Hall-Dale Middle School	01031			x

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S.A.D. 70	2314762	Hodgdon High School	00795		x	
S.A.D. 29	2311160	Houlton High School	00416	x		
S.A.D. 29	2311160	Houlton Junior High School	00301			x
Jay School Dept	2306840	Jay Middle School	00174			x
Great Salt Bay CSD	2306160	Jefferson Village School	00175			x
S.A.D. 61	2314210	Lake Region High School	00673		x	
RSU 34	2314782	Leonard Middle School	00246			x
Lewiston School Dept	2307320	Lewiston Middle School	00191			x
RSU 39	2314794	Limestone Community School	00200			x
Portland School Dept	2309930	Lincoln Middle School	00275			x
S.A.D. 36	2311400	Livermore Falls High School	00458		x	
S.A.D. 36	2311400	Livermore Falls Middle School	00459			x
S.A.D. 59	2314560	Madison Elementary School	00500			x
S.A.D. 59	2314560	Madison Area High School	00998		x	
Medway School Dept	2308160	Medway Middle School	00220			x
Millinocket School Dept	2308280	Millinocket Middle School	00226			x
S.A.D. 41	2311580	Milo Elementary School	00492			x
Lewiston	2307320	Montello School	00193			x
RSU 10	2314795	Mountain Valley High School	00303			x
RSU 24	2314790	Mountain View School	00566			x
S.A.D. 58	2314300	Mt. Abram Regional High School	00686			x
S.A.D. 60	2314700	Noble Middle School	00783			x
RSU 4	2314783	Oak Hill High School	00320			x

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S.A.D. 17	2310770	Oxford Elementary School	01051			x
Portland School Dept	2309930	Riverton School	00286	x		
RSU 4	2314783	Sabattus Central School	00587			x
So Aroostook C.S.D	2312410	So. Aroostook CSD School	00590			x
RSU 19	2314785	Somerset Valley Middle School	00552			x
RSU 13	2314787	South School	00530			x
RSU 24	2314785	Sumner Memorial High School	00148	x		
S.A.D. 44	2311670	Telstar Middle School	01010			x
Lewiston School Dept	2307320	Thomas J. McMahon Elementary Sch	00196			x
S.A.D. 53	2314610	Vickery School	00763			x
So Portland School Dist	2312330	Waldo T. Skillin Elementary School	00033			x
S.A.D. 53	2314610	Warsaw Middle School	00764			x

Appendix B: DEFINITION OF PERSISTENTLY LOWEST-ACHIEVING SCHOOLS

DEFINITION OF PERSISTENTLY LOWEST ACHIEVING SCHOOLS:

Maine defines “persistently lowest-achieving schools” as those schools ranking the lowest, based on a three year average of proficiency in Reading and Math combined from 2007-2009, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2007 to 2008, 2008 to 2009. This definition will be used to generate a list schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

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

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

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

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

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

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Appendix D: Equipment Justification Form

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

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<i>Appendix E1</i>						
Rubric to be used for any LEA applying to serve at least one Tier I and/or Tier II (LEA may or may not also apply to serve a Tier III school.)						
District Name: _____				Total # of Schools Applying: _____		
Reviewer Name: _____				District Score: _____		
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the LEA applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve with data and analysis addressing each of the following areas: <ul style="list-style-type: none"> • student achievement • curriculum and instruction • professional development • family and community involvement • school context and organization 	0	1	2	4	6	

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2) Described the relationship of the results of the needs assessment to the selection of the Intervention Model indicated in Section A.	0	1	2	4	6	
3) Described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.	0	1	2	4	6	
4) Provided evidence of the LEA's stakeholder support to enact policies that will allow the individual schools the autonomy needed to implement the chosen model effectively.	0	1	2	4	6	
<i>MDOE review of federal grant funds history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions). This review will assist in consideration of the LEA's capacity.</i>	0	0	0	0	0	
5) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA's decision that it lacks the capacity to serve such school(s).	0	0	0	0	0	
6) For each school the LEA is committed to serve, a brief (no more than one page) summary was provided that describes actions the LEA has taken, or will take to: a) Design and implement interventions consistent with the final SIG requirements;	0	1	2	4	6	
b) How the LEA will align other resources with the interventions;	0	1	2	4	6	
c) How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and	0	1	2	4	6	

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<p>d) How the LEA and school will sustain the reforms after the funding period ends and the extent to which the following information is provided:</p> <ul style="list-style-type: none"> a. Actions that support the modification of policies or practices that will enable full and effective implementation of selected intervention models; b. Commitment to align budgets toward efforts that are sustainable and willingness to allow MDOE to re-evaluate budgets throughout the grant period; c. Extent to which professional development is ongoing and job-embedded; d. Alignment of other resources, people, time and funding, to support the reform effort. 	0	1	2	4	6	
<p>7) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.</p>	0	1	2	4	6	
<p>8) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.</p>	0	1	2	4	6	
<p>9) Described the intervention model proposed for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).</p>	0	1	2	4	6	
<p>10) Described the goals the LEA has established (subject to approval by the MDOE) in order to hold accountable the Tier III schools that receive SIG funds.</p>	0	1	2	4	6	

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<p>11) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>12) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.</p>	0	1	2	4	6	
<p>11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.</p>	0	1	2	4	6	
<p>Action Plan Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	

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C – Budget						
1) Completed the LEA Overview Budget grid	0	0	0	0	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
3) Completed a One Year (2010-2013) Detail School Budget Narrative and justification forms (if applicable) for each of the three years of the grant period- 3 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
4) Completed the Three Year LEA Budget Plan	0	0	0	0	1	
5) Completed a One Year (2010-2013) Detail LEA Budget Narrative and justification forms (if applicable) for each of the three years of the grant period- 3 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
6) Provided evidence of the LEA’s stakeholder support of proposed budgets and to enact policies to that will allow the LEA and individual schools to implement the chosen model effectively.	0	0	0	0	1	
<i>MDOE review of federal grant funds history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions). This review will assist in consideration of whether the proposed LEA/school budgets include sufficient funds for full and effective implementation of selected intervention models.</i>	0	0	0	0	0	
D - Assurances						
Signed Assurance page	0	0	0	0	1	
E - Waivers						
Is the LEA applying for any waivers?	0	0	0	0	0	

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Appendix E2						
Application to serve Tier III schools only.						
District Name: _____				Total # of Schools Applying: _____		
Reviewer Name: _____				District Score: _____		
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) Described the intervention model proposed for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).	0	1	2	4	6	
2) Described the goals the LEA has established (subject to approval by the MDOE) in order to hold accountable the Tier III schools that receive SIG funds.	0	1	2	4	6	
3) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.	0	1	2	4	6	

**Maine SEA School Improvement Grant Application
PART II LEA School Improvement Grant Application**

May 2010

<p>Action Plan</p> <ul style="list-style-type: none"> • Year 1 Action Plan is complete including: • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	
C – Budget						
Completed the Overview Budget grid	0	0	0	0	1	
Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
Completed a One Year (2010-2013) Detail School Budget Narrative and justification forms (if applicable) for each of the three years of the grant period- 3 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
D - Assurances						
Signed Assurance page	0	0	0	0	1	
E - Waivers						
Is the LEA applying for any waivers?	0	0	0	0	0	