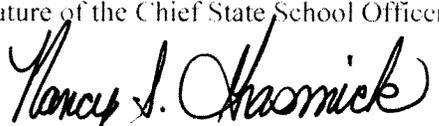


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Maryland State Department of Education</p>	<p>Applicant's Mailing Address: Nancy S. Grasmick State Education Building 200 West Baltimore Street Baltimore, Maryland 21201-2595</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Maria E. Lamb</p> <p>Position and Office: Director Program Improvement and Family Support Branch Division of Student, Family, and Support</p> <p>Contact's Mailing Address: Nancy S. Grasmick State Education Building 200 West Baltimore Street 4<sup>th</sup> Floor Baltimore, Maryland 21201-2595</p> <p>Telephone: 410.767.0310</p> <p>Fax: 410.333.8010</p> <p>Email address: mlamb@msde.state.md.us</p>	
<p>Chief State School Officer (Printed Name): Dr. Nancy S. Grasmick</p>	<p>Telephone: 410.767.0462</p>
<p>Signature of the Chief State School Officer: </p>	<p>Date: 12/2/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

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**State Name: Maryland**



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



OMB Number: 1810-0682  
Expiration Date: September 30, 2013

## Paperwork Burden Statement

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

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the 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.

### **Availability of Funds**

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

### **State and LEA Allocations**

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

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

**Consultation with the Committee of Practitioners**

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

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

<p>Legal Name of Applicant: Maryland State Department of Education</p>	<p>Applicant's Mailing Address: Nancy S. Grasmick State Education Building 200 West Baltimore Street Baltimore, Maryland 21201-2595</p>
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<p>Chief State School Officer (Printed Name): Dr. Nancy S. Grasmick</p>	<p>Telephone: 410.767.0462</p>
<p>Signature of the Chief State School Officer:</p>	<p>Date: 12/2/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# FY 2010 Application Checklist

**Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.**

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

**Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.**

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
<b>SECTION B: EVALUATION CRITERIA</b>	<input type="checkbox"/> Same as FY 2009	<input checked="" type="checkbox"/> Revised for FY 2010
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
<b>SECTION C: CAPACITY</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION E: ASSURANCES</b>	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
<b>SECTION F: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
<b>SECTION G: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
<b>SECTION H: WAIVERS</b>	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

## PART I: SEA REQUIREMENTS

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

**A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

*For an SEA keeping the same definition of PLA schools, please select one of the following options:*

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

*SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)*

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

*For an SEA revising its definition of PLA schools, please select the following option:*

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

## DEFINITION OF PERSISTENTLY LOW ACHIEVING SCHOOLS

Maryland’s *Definition of Persistently Lowest Achieving Schools* was only changed to reflect the use of 2010 State Assessment Data and 2008-2010 Trend Data. The formula used in 2009 remains the same.

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

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

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

### **Annual Performance Ranking**

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

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

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2008 through 2010
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010
- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year
  1. 2008 Performance Rank multiplied by a weight of 1.0
  2. 2009 Performance Rank multiplied by a weight of 1.0

3. 2010 Performance Rank multiplied by a weight of 1.25
4. Sum the weighted Performance Ranks for 2009 through 2010
5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

**Tier I Reports contain:**

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

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

***Academic Criteria***

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

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

**Annual Performance Ranking**

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

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

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2008 through 2010
- **Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010
- **Overall Weighted Rank** – is the School’s Annual Performance Rank weighted for each school year

1. 2008 Performance Rank multiplied by a weight of 1.0
2. 2009 Performance Rank multiplied by a weight of 1.0
3. 2010 Performance Rank multiplied by a weight of 1.25
4. Sum the weighted Performance Ranks for 2008 through 2010
5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

**Tier II Reports contain:**

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

**Graduation Rate Criteria:**

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

**Graduation Rate**

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

**Notes:**

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

**Tier III: Definition**

*Maryland defines Tier III schools as any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. The ESEA designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix F of the LEA application for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to Differentiated Accountability designations and will be funded based on the table below.*

**FUNDING PRIORITIES FOR TIER III SCHOOLS**

			<b>Differentiated Accountability SCHOOL PATHWAYS</b> <b>Tier III Funding Priority</b> Schools will be selected based on academic performance for a three year period within each stage of the two Pathways.	
Years Not Achieving AYP	ESEA Designation	Differentiated Accountability STAGES	Comprehensive Needs Schools	Focused Needs Schools
2	School Improvement 1	<b>Developing Stage</b> (initial interventions)	<b>Developing Comprehensive Needs Schools</b> Second Priority for Tier III Funding	<b>Developing Focused Needs Schools</b> Fourth Priority for Tier III Funding
3	School Improvement 2			
4	Corrective Action			
5	Restructuring Planning	<b>Priority Stage</b> (later interventions)	<b>Priority Comprehensive Needs Schools</b> First Priority for Tier III Funding	<b>Priority Focused Needs Schools</b> Third Priority for Tier III Funding
6	Restructuring Implementation			

**Schools Eligible for FY 2010 SIG Funds**

LEA	NCES	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible
Anne Arundel	2400060	J. Albert Adams Academy	2400060086		X					
Baltimore City	2400090	Cherry Hill Elementary/Middle	24000900171	X						
Baltimore City	2400090	Patapsco Elementary/Middle	24000900296	X						
Baltimore City	2400090	Gilmor Elementary	24000900221	X						
Baltimore City	2400090	Francis M. Wood Alternative High	24000901343		X					
Baltimore City	2400090	Masonville Cove Academy	2400090157		X					
Baltimore City	2400090	Frederick Douglass High	24000900209		X					
Baltimore City	2400090	Institute Of Business And Entrepreneurship	24000901533		X					
Baltimore City	2400090	Northwestern High	24000900292		X					
Baltimore City	2400090	Connexions Comm Lead Acad	24000901302			X				
Baltimore City	2400090	Northeast Middle	24000900289			X				
Baltimore City	2400090	Vivien T. Thomas Medical Arts Academy	24000901385				X			
Baltimore City	2400090	City Springs Elementary	24000900175					X		
Baltimore City	2400090	Steuart Hill Academic Academy	24000900319					X		
Baltimore City	2400090	Collington Square Elementary	24000900179					X		
Baltimore City	2400090	Frederick Elementary	24000901430					X		
Baltimore City	2400090	Baltimore Freedom Academy	24000901560					X		
Baltimore City	2400090	Moravia Park Primary	24000900282					X		
Baltimore City	2400090	Rognel Heights Elementary/Mid	24000900305					X		
Baltimore City	2400090	Harford Heights Intermediate	24000901153					X		
Baltimore City	2400090	Md Academy Of Tech, Health Sci	24000901538					X		
Baltimore City	2400090	Samuel F. B. Morse Elementary	24000900310					X		
Baltimore City	2400090	Furman L. Templeton Elementary	24000900211					X		
Baltimore City	2400090	Heritage High School	24000901562				X			
Baltimore City	2400090	Dr. Rayner Browne Elementary	24000900189					X		
Baltimore City	2400090	Harlem Park Elementary	24000900239					X		
Baltimore City	2400090	Beechfield Elementary	24000900155					X		

Baltimore City	2400090	Historic Sam Coleridge-Taylor El	24000900309						X	
Baltimore City	2400090	Dr. Nathan A. Pitts Ashburton Elementary/Middle	24000900149						X	
Baltimore City	2400090	Sarah M. Roach Elementary	24000900312						X	
Baltimore City	2400090	New Song Academy	24000900884						X	
Baltimore City	2400090	Bluford Drew Jemison Mst Acd	24000901633						X	
Baltimore City	2400090	Pimlico Elementary	24000900299						X	
Baltimore City	2400090	Lakeland Elementary/Middle	24000900264						X	
Baltimore City	2400090	Highlandtown Elementary #215	24000900243						X	
Baltimore City	2400090	Hazelwood Elementary/Middle	24000900241						X	
Baltimore City	2400090	Waverly Elementary	24000900329						X	
Baltimore City	2400090	Friendship Acd Of Eng And Tech	24000901659						X	
Baltimore City	2400090	Windsor Hills Elementary	24000900337						X	
Baltimore City	2400090	Glenmount Elementary/Middle	24000900222						X	
Baltimore City	2400090	Curtis Bay Elementary	24000900183						X	
Baltimore City	2400090	Friendship Acad Of M, S, Tech	24000901654						X	
Baltimore City	2400090	Westport Academy	24000900331						X	
Baltimore City	2400090	Dickey Hill Elementary/Middle	24000900186						X	
Baltimore City	2400090	North Bend Elementary	24000900602						X	
Baltimore City	2400090	Dr. Martin Luther King, Jr. El	24000900188						X	
Baltimore City	2400090	Stadium School	24000900571						X	
Baltimore City	2400090	Furley Elementary	24000900210						X	
Baltimore City	2400090	Belmont Elementary	24000900156						X	
Baltimore City	2400090	Matthew A. Henson Elementary	24000900278						X	
Baltimore City	2400090	Mary E. Rodman Elementary	24000900277						X	
Baltimore City	2400090	William Pinderhughes El	24000900335						X	
Baltimore City	2400090	Highlandtown El #0237	24000900244						X	
Baltimore City	2400090	Tench Tilghman Elementary	24000900320						X	
Baltimore City	2400090	Garrett Heights Elementary	24000900213						X	
Baltimore City	2400090	Violetville El/Middle	24000900326						X	
Baltimore City	2400090	Arlington Elementary	24000900146						X	
Baltimore City	2400090	Charles Carroll Barrister El	24000900153						X	
Baltimore County	2400120	Golden Ring Middle	24000001439							X
Baltimore County	2400120	Riverview Elementary	24001200464						X	
Baltimore County	2400120	Halstead Academy	24001200407						X	
Baltimore County	2400120	Hebbsville Elementary	24001200402						X	
Baltimore County	2400120	Hawthorne Elementary	24001200401						X	
Carroll	2400210	Carroll Springs School	24002100527							X
Dorchester	2400300	Maple Elementary School	24003000617						X	
Dorchester	2400300	Hurlock Elementary School	24003000614						X	
Harford	2400390	Center For Educational Opportunity - Alternative C	24003900480					X		
Harford	2400390	William Paca/Old Post Road El	24003900716						X	
Harford	2400390	Magnolia Elementary	24003900706						X	
Prince George's	2400510	Thomas Claggett Elementary	24005101173	X						

Prince George's	2400510	William Wirt Middle School	24005101186	X						
Prince George's	2400510	Oxon Hill Middle School	24005101471		X					
Prince George's	2400510	Thomas Johnson Middle School	24005101175		X					
Prince George's	2400510	Stephen Decatur Middle School	24005101469						X	
Prince George's	2400510	Nicholas Orem Middle School	24005101112			X				
Prince George's	2400510	Charles Carroll Middle	24005101004					X		
Prince George's	2400510	Thomas S. Stone Elementary	24005101176					X		
Prince George's	2400510	Ridgecrest Elementary	24005101138					X		
Prince George's	2400510	Judge Sylvania W. Woods El	24005101137					X		
Prince George's	2400510	Buck Lodge Middle	24005100993					X		
Prince George's	2400510	Carmody Hills Elementary	24005100998					X		
Prince George's	2400510	Overlook Elementary	24005101119					X		
Prince George's	2400510	Springhill Lake Elementary	24005101160					X		
Prince George's	2400510	Carole Highlands Elementary	24005100999					X		
Prince George's	2400510	Templeton Elementary	24005101171					X		
Prince George's	2400510	Suitland Elementary	24005101453					X		
Prince George's	2400510	Rogers Heights Elementary	24005101146					X		
Prince George's	2400510	William Beanes Elementary	24005101184					X		
Prince George's	2400510	Gaywood Elementary	24005101041					X		
Prince George's	2400510	Rosa Parks Elementary	24005101573					X		
Prince George's	2400510	Robert R. Gray Elementary	24005101183					X		
Prince George's	2400510	Flintstone Elementary	24005101030					X		

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

**Please attach the two tables in a separate file and submit it with the application.**

**SEA has attached the two tables in a separate file and submitted it with its application.**

## **B. EVALUATION CRITERIA:**

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

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

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

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

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

**Insert response to Section B Evaluation Criteria here:**

**Part 1-Section B**

***(1) The SEA has assured 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 model using the following process:***

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

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

***2. The LEA will have the opportunity to demonstrate that it has 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 through a variety of responses in this application.***

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

- LEA must complete a thorough needs assessment for each Tier I and Tier II school.
- The LEA must select an intervention model that aligns to the needs of the school.
- The LEA must design and implement activities for each intervention model, develop a timeline, identify a person/position designated to provide leadership for each requirement of the intervention.
- The LEA must demonstrate that it has involved relevant stakeholders, including administrators, teachers, teachers unions (if appropriate), parents, students, and outside community members in activities related to decision making **PRIOR TO** choosing an intervention model, and/or development of the model's design. These meetings and input sessions must be documented and ongoing. (Note: Maryland changed the evaluation criteria by adding the words, "PRIOR TO").
- The LEA must develop three-year budgets, including pre-implementation activities and

strategies for year one, that directly align to the activities and the strategies stated in the plan of operation for each model the LEA chooses to implement. Year two and three will be awarded on a continuation basis as funds become available.

- The LEA must develop a monitoring plan that encompasses multiple visits to each school and requires intermediate evidence of student academic success.
- The LEA must submit a monthly status report ( via Websurveyor) of completed pre-implementation activities to MSDE which includes status on budget, hiring, and other activities designed to prepare the schools for full implementation in the 2011-2012 school year.
- The LEA must demonstrate it has made a commitment to investigate opportunities to expand teachers' capacity to plan collaboratively in the academic areas where students fail to make Adequate Yearly Progress.
- The LEA must identify a 1003(g) Central Support Team (District Leadership Team) that meets regularly with SEA staff to discuss progress of schools. Central Support Teams must be staffed with highly knowledgeable staff with specialized skills and knowledge in school improvement, understanding of culture and climate, and relate well to stakeholders. Central Support Teams must also demonstrate that they communicate regularly with the LEA executive team, including the Chief Executive Officer/Superintendent of Schools.
- The LEAs must demonstrate, through past grant applications, that they have sound fiscal management with limited audit findings. The SEA will examine single audit reports over the past two years.
- The LEA must complete a self assessment of its own capacity to design, support, monitor and assess the implementation of the models and strategies that it selects for its Tier I, Tier II and Tier III schools.
- The LEA must complete the grant application within the timelines set forth in the application.
- The LEA must submit signed assurances with the application.

As part of this application, Maryland will utilize the scoring tool which was used by the State review panels for the FY 2009 SIG proposals, to evaluate the capacity of the LEA to implement the model through the LEA's responses to the items above. Maryland will add an addendum to this document to include pre-implementation strategies for year 1. The LEA Capacity Scoring Rubric is divided into the six components of the application: School Identification and Selected Models; Needs Assessment; Preparation for Implementation of the Models; LEA Planning and Monitoring; LEA Fiscal Responsibilities; and LEA Assurances, Waivers, Reservations. Districts must obtain a minimum score of 91 out of 126 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, and Tier II school identified in the LEA's application in order to implement fully and effectively the selected interventions in each identified school. The addendum will contain an additional table to evaluate the pre-implementation strategies. This tool is located in Appendix E of the LEA application.

***(3) LEA budgets must contain the following information in order to demonstrate that they have the capacity to implement fully and effectively the intervention models selected for each Tier I and Tier II school and implement strategies that will lead to successful results in Tier III schools.***

- The budget narrative must clearly spell out the mutual responsibility between LEA and the Tier I, Tier II or Tier III schools for timely distribution of funds during each year of the grant.
- Budgets submitted match the number of Tier I and Tier II schools and are aligned to the models selected for each school. Budgets are not less than the minimum amount and do not exceed the maximum allowable amount per Tier I and Tier II school.
- Budgets submitted for Tier III schools are not less than the minimum amount and do not exceed the maximum allowable amount per Tier III school.
- Funding for LEA activities that will support the implementation of school intervention models in Tier I and Tier II schools are included in the LEA budget, and the LEA does not exceed the maximum amount of 1003(g) SIG funds for all the schools served over the three- year grant period.
- Pre-implementation activities must be included in each school budget or LEA budget, where applicable.
- LEAs must submit a budget for the number of Tier III schools that the LEA commits to serve and the services the LEA plans to provide to these schools extend over the three-year grant period.
- LEA must submit the Maryland Budget form C-1-25 signed by the CEO/Superintendent and the Chief Financial Officer.

As part of this application, Maryland has developed a scoring tool which will be used by the State review panels to evaluate budgets submitted by each LEA. This tool is located in Appendices D and E of the LEA application. Maryland will add an addendum to this document to include pre-implementation strategies for year 1. Budget(s) will be reviewed by the SEA Title I Office specialists for accuracy.

### **Part 2-Section B**

The Maryland State Department of Education included questions related to each of the components described in Part 1 (above) in the LEA Application. The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding and will continue this work using FY 2010 SIG funds for pre-implementation activities. The templates provided in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Maryland will expect pre-implementation activities to occur prior to July 1, 2011 and full implementation of LEA reform models to occur at the beginning of the 2011-12 school year.

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

- Design and implement interventions consistent with the final requirements.
  - Each LEA will submit a letter of intent to apply for the grant within 15 days of the approval of the SEA application.
  - Each LEA with eligible Tier I and Tier II schools will participate in a technical

- assistance meeting with the Maryland State Department of Education on February 11, 2011 at MSDE.
- Maryland has developed a scoring tool which will be used by the State review panels to evaluate the capacity of the LEA to implement the model through the LEA's responses. Districts must obtain a minimum score of 91 out of 126 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, and Tier II school identified in the LEA's application in order to implement fully and effectively the selected interventions in each identified school. This tool is located in Appendices D and E of the LEA application.
  - Technical assistance will be provided by the Title I Office and the Breakthrough Center, Maryland's statewide system of support throughout the application process.
  - Recruit, screen, and select external providers, **if applicable**, to ensure their quality.
    - The LEA will demonstrate that it has developed procedures and a timeline to recruit, screen and select external providers. The process must include a variety of stakeholders. LEAs must select providers that can address specific priority needs that the LEA identified via the SIG application. These procedures will be articulated in the planning tool located in the LEA application. **Note: Maryland does not evaluate providers or provide LEAs with a list of approved providers. Maryland's procedure for reviewing the LEA's process for selecting and evaluating the quality of providers is located in the LEA application. MSDE's evaluation criteria for quality external providers includes reviewing the MOU between the external provider, the LEA, and the school for;**
      - a) Alignment to the school's needs assessment
      - b) Identification of goals and achievement indicators
      - c) Alignment of the MOU deliverables
      - d) LEA's monitoring procedures for MOU deliverables
      - e) How the LEA will hold the external provider accountable for non-performance
  - Align other resources with the interventions.
    - The detailed budget narrative the LEA submits with their application will provide evidence of how other resources are aligned with the selected intervention. Additional resources may include: State and local funding, Title I, Part A, Title II, Title III, Title I, 1003(a) funds.
    - The budget narrative includes a detailed description as to how the resources are aligned with the selected intervention model(s), and will also contain pre-implementation activities that the LEA deems necessary for full implementation at the beginning of the SY 2011-2012.
  - Modify its practices or policies, if necessary to enable it to implement the interventions fully and effectively.
    - The LEA will provide minutes of meetings and local Board of Education agendas that support the modification of policies or practices that will enable it to fully implement the intervention models effectively.
  - Sustain the reforms after the funding period ends.

- Within the LEA proposal the LEA is required to provide a narrative on how the LEA identified actions support individual Tier I and Tier II schools' implementation of the selected interventions. The LEA must look across the commitments it has made for the schools: the LEA is asked to describe how it will ensure that improvement efforts can be sustained once this funding ends.
- The SEA will consider the following when evaluating the LEA's commitment:
  - Actions that support the modification of policies or practices that will enable it to fully implement the intervention models effectively.
  - Commitment to align budgets toward efforts that are sustainable and the SEA's willingness 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 this application, Maryland has developed a scoring rubric which will be used by the State review panels to evaluate School Identification and Selected Models; Needs Assessment; Preparation for Implementation of the Models; LEA Planning and Monitoring; and LEA Fiscal Responsibilities, and Pre-implementation Activities. The rubric serves as a gauge to determine capacity to sustain the models after the funding period. The rubric is located in Appendices D and E of the LEA application. The indicators in the scoring tool will also become part of the SEA's regular monitoring tool used to track the work of the LEA and the school as the intervention model is adopted and implemented.

**Additional observation concerning evaluation criteria:** Overall, MSDE will review the results of the scoring tool and the reviewer's responses to the open-ended prompts to determine areas of consensus and of disagreement among the reviewers. Any response that receives an overall (consensus) "sufficient" or "better" for all criteria reviewed will need clarification from the LEA prior to approval of the grant application. Districts must obtain a minimum score of 91 out of a possible 126 points to demonstrate capacity to provide adequate resources and related support to each Tier I, and Tier II school identified in the LEA's application in order to implement fully and effectively the selected interventions in each identified school. In addition, to be approved, an application must have all issues resolved.

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

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

**Insert response to Section B-1 Additional Evaluation Criteria here:**

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

The Maryland State Department of Education included questions related to each of the components described in Part 1 (above) in the LEA Application, as an addendum to each model. The SEA anticipates that LEAs will have undertaken preliminary work prior to receiving final approval for the grant funding and will continue this work using FY 2010 SIG funds for pre-implementation activities. The templates provided in this section constitute the LEA's baseline information about the planning underway to ensure successful implementation and sustainability. Maryland will expect pre-implementation activities to occur prior to July 1, 2011 and full implementation of LEA reform models to occur at the beginning of the 2011-12 school year.

Pre-implementation activities must be included in each school budget or LEA budget, where applicable. As part of this application, Maryland has developed a scoring tool which will be used by the State review panels to evaluate budgets submitted by each LEA. This tool is located in Appendix E of the LEA application. Maryland will also add an addendum to this document to include pre-implementation strategies for year 1. Budget(s) will be reviewed by the SEA Title I Office specialists for accuracy.

As part of this application, Maryland will utilize the scoring tool which was used by the State review panels for the FY 2009 SIG proposals, to evaluate the capacity of the LEA to implement

the model through the LEA responses to the items above. Maryland will add an addendum to the scoring document to include pre-implementation strategies for year 1.

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

The LEA will complete the pre-implementation addendum for the models selected for each school. In addition, the LEA must submit a monthly status report (via Web Surveyor) of completed pre-implementation activities to MSDE which includes status on budget, hiring, and other allowable activities designed to prepare the schools for full implementation in the 2011-2012 school year. **The following allowable Activity Categories are listed in the LEA Application. LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.**

**Activity Categories with Sample Activities:**

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- **Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for

instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Maryland will utilize the scoring tool which was used by the State review panels for the FY 2009 SIG proposals, to evaluate the capacity of the LEA to implement the model through the LEA's responses to the items above. Maryland will add an addendum to this document to include pre-implementation strategies for year 1.

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

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

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

**SEA is using the same evaluation criteria for capacity as FY 2009.**

**SEA has revised its evaluation criteria for capacity for FY 2010.**

**Insert response to Section C Capacity here:**

The Maryland State Department of Education does not anticipate a claim of insufficient capacity to serve all Tier I schools from any LEA. Schools identified as Tier I schools are especially high priorities. Maryland has been proactively working with the LEAs that have Tier I schools and is in the process of collaboratively developing plans to provide technical assistance in any area that they may need support. There would have to be *extremely* unusual circumstances for Maryland to agree to grant an LEA approval not to serve an identified Tier I school. Nonetheless, the SEA has taken the following steps to prepare to evaluate the sufficiency of an LEA's claim of "lack of capacity."

- (1) Maryland will review LEA data and available SEA monitoring reports (obtained from across all divisions within the SEA for each of the Tier I schools in Maryland) to determine the extent to which the LEA has been providing support to the school over the past five years.
- (2) Maryland will establish an interdivisional team, (MSDE's Cross Functional Team) to review the specific explanation offered by the LEA and match it against all available information regarding the LEA's support of schools. This will include careful review of the LEA's *Bridge To Excellence 2010 Master Plan Update*, as well as the LEA's support of Title I schools, schools in school improvement, and any programming or interventions where the LEA has pledged support and outlined the specifics of that support to a particular Tier I school (or to a group of schools that includes the identified Tier I school). This review will focus on the *current* commitments within the LEA to support the individual school(s) identified by the LEA as a school not to be served with 1003(g) SIG funds and the possibility of *refocusing existing support or the resources used to provide support* to help meet the requirements of the 1003(g) grant for Tier I schools.

- (3) Should central office staffing or resources figure prominently in the explanation offered by the LEA, the SEA will review the proposed use of the funding available through the 1003(g) grant as well as other grant resources (federal or state) that are available to the LEA to support schools in improvement and work with the LEA to consider alternative ways to create and fiscally support the capacity within the LEA to serve the school.
- (4) While the primary goal of this review would be to determine whether the capacity exists within the system to support Tier I schools, the focus of the review and the collaborative work with the LEA would be on ways to help the LEA gain capacity to support the schools as they implement one of the intervention models that are part of the 1003(g) grant.
- (5) If the SEA determines that the capacity to support the school exists (or can reasonably be created) within the LEA, the SEA will direct the LEA to include the school in the list of Tier I schools to be served and revise its application accordingly.

**D (PART 1). TIMELINE:** An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

**Insert response to Section D (Part 1) Timeline here:**

**(1) Maryland's process and timeline for approving LEA applications is as follows:**

- Immediately following the approval of the SEA application, the SEA will distribute the grant application, via electronic and US postal service to all LEAs with eligible Tier I, Tier II and Tier III schools.
- Fifteen (15) days following the approval of the SEA's application by the United States Education Department, the LEA must submit a "Letter of Intent" to apply for the 2010 Title I 1003(g) School Improvement Grant. (Appendix B of the LEA application.)
- The SEA will provide technical assistance to all LEAs that intend to submit a proposal February 11, 2011 from 9:00-12:00 am at 200 West Baltimore Street, Baltimore, Maryland 21201, Conference Rooms 6-7 on the 8<sup>th</sup> floor, and upon LEA request during the development of the grant application.
- The first draft will be due to the SEA on or before March 4, 2011. It will be reviewed by a panel consisting of cross-divisional SEA staff. The reviewer will read each application and score it independently. They will meet and provide feedback based on consensus. Feedback will be provided to the LEA within ten days of the submission. Should a revision be needed, the LEA will submit a second draft.
- The second draft will be due to the SEA on or before March 25, 2011. The review panel will score the revisions, using the reviewer's scoring tool, and provide feedback within ten days. Should the LEA not be on track to successfully submit an approvable application by April 21,

2011, the SEA will meet with the LEA regularly to provide support and technical assistance in order to secure an approvable application by April 21, 2011.

- The SEA will begin processing grant awards as soon as the LEA submits their second draft that is in near approvable condition so the award can be fully processed upon final review on or before April 21, 2011. It generally takes 20-30 days for a grant award to be processed through the SEA.
- The **Final Version** is due April 21, 2011. An original hard copy of the of the signed grant application, including signed C-1-25, proposed three year budget and General Assurances signature page, must be received at MSDE by 4:00 p.m. In addition, three copies of the original, bear clipped, and a thumb drive containing a PDF of the proposal must be submitted with the original.
- Grant awards will not be issued until an application is fully approved.
- The approved grant application will be housed in the Division of Student, Family, and School Support, Program Improvement and Family Support Branch of the Maryland State Department of Education.
- All approved grants will be posted on MSDE's website upon final approval of the grant application.
- Note: Dates are subject to change
- **Pre-implementation activities may begin as soon as the LEA grant is approved by the State** and will be monitored monthly using Web Surveyor.
- **Model must be implemented at the start of the 2011-2012 academic year.**

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

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

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

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

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

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

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

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

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

**Insert response to Section D (Parts 2-8) Descriptive Information here:**

**(2) The SEA’s process for reviewing annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s school improvement grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the indicators in Section III of the final requirements is as follows:**

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

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

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

***Sample Culminating Matrix:***

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

Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

**(3) The SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s school improvement grant if one or more Tier III schools in the LEA are not meeting those goals is as follows:**

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

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

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

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

***Sample Culminating Matrix:***

<b>LEA:</b>
<b>Name of Tier III School:</b>
<b>Intervention Strategies:</b>
<b>Goal #1:</b>

Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

**(4) The SEA will monitor each LEA that receives a school improvement grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve using the following process:**

An LEA will ensure full and effective implementation of the selected school intervention model for Tier I and Tier II schools they are approved to serve. As stated in item 2 above, LEAs will submit to the SEA a quarterly summary report of the monitoring/oversight that has been completed and the progress the school has made towards achieving their goals. The SEA will perform onsite visits at Tier I and Tier II schools. The primary function of the onsite visits is to review and analyze all facets of a school’s implementation of the identified intervention model and collaborate with leadership, staff, and other stakeholders pertinent to goal attainment.

SEA School Improvement Grant Teams (SIG Teams) will conduct three onsite monitoring visits annually with the school leadership team (parents should be invited) and the district level team (staff responsible for the technical assistance and administrative support).

- **Introductory Visit/Yearly Start Up Visit:** The SEA discusses the approved SIG with the school and district staff to ensure that all parties are familiar and understand the approved goals and the consequences for not making progress toward meeting the goals.
- **Interim (midyear) Visit:** LEAs will be required to submit a written report to provide clarity on the steps the LEA has taken and the resources that have been provided to support the schools to meet their established goals, benchmark goals, and other pertinent information including a budget review. SIG teams will conduct a detailed review of the academic progress being made based on an LEA’s second Quarterly Summary Report which will include benchmark scores and the leading indicators that are applicable at the time (school year minutes; student attendance; discipline incidents; truants; distribution of teachers by performance level; and teacher attendance).

- **End of Year Visit:** At the end of the 1<sup>st</sup> year, there will be a “self assessment” of the LEA and State support to the schools in each of the three tiers. This will be accomplished by analyzing the school (student) data, aligning the progress or lack thereof to the support that was provided by the LEA and State.
  - Schools not making progress on their LEA formative/interim assessments, Maryland School Assessment (MSA), High School Assessment (HAS), and leading indicators must make adjustments to accelerate their objectives and strategies to meet the pre-established approved goals. The adjustments must be sent, as an addendum to the approved plan, to MSDE for approval. All stakeholders will work with the school to determine how technical support and monitoring can be strengthened.
  - Schools making progress on their LEA benchmarks, state assessments, and leading indicators will continue with their plans, monitoring, and support.

At the end of the 2<sup>nd</sup> year, this process will continue. However, the grant will not be renewed for any school still not making progress.

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

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

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

**(6) The following criteria will be used to prioritize among Tier III schools:**

Tier III schools are any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. The ESEA designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix F of the LEA application for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to Differentiated Accountability designations and will be funded based on the table below. Schools will be served in rank order within the pathways according to academic performance for three consecutive years.

**FUNDING PRIORITIES FOR TIER III SCHOOLS**

			<b>Differentiated Accountability SCHOOL PATHWAYS</b> <b>Tier III Funding Priority</b> <b>Schools will be selected based on academic performance for a three year period within each stage of the two Pathways.</b>	
Years Not Achieving AYP	ESEA Designation	Differentiated Accountability STAGES	Comprehensive Needs Schools	Focused Needs Schools
2	School Improvement 1	<b>Developing Stage</b> (initial interventions)	<b>Developing Comprehensive Needs Schools</b> Second Priority for Tier III Funding	<b>Developing Focused Needs Schools</b> Fourth Priority for Tier III Funding
3	School Improvement 2			
4	Corrective Action			
5	Restructuring Planning	<b>Priority Stage</b> (later interventions)	<b>Priority Comprehensive Needs Schools</b> First Priority for Tier III Funding	<b>Priority Focused Needs Schools</b> Third Priority for Tier III Funding
6	Restructuring Implementation			

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

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

## E. ASSURANCES

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

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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 that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as 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.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

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

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

**Insert response to Section F SEA Reservation here:**

- a. The SEA has reserved funds that will be used to convene school improvement grant teams who will be led by specialists from the Program Improvement and Family Support Branch of the Maryland State Department of Education. In addition to the Team Leader, each SIG Team, will be comprised of not more than 5 members. The SEA will draw team members from within the agency and out-side of the agency (via Bid Board Procurement Process). In order to be a team member, individuals must have expertise and success in all or some of the following areas:
  - School improvement;
  - LEA administrative leadership;
  - School Principal Leadership; and/or
  - Reading, Mathematics, or Special Education depending upon the needs identified by the LEA.
- b. The SEA has reserved funds to support the salaries of Title I school support specialists who are also part of the School Support Team and will provide direct assistance and oversight to the identified Tier I, Tier II and Tier III schools. The specialists will be assigned as teams to LEAs with schools served by the school improvement grant. They are charged with working directly with the Central Support Teams in each LEA as models and strategies are being developed, implemented and monitored, they will oversee the spending down of funds, budgets, and program implementation. The school improvement specialists will become the first line between the SEA and the LEA during the three-year grant process.
- c. Maryland will use administrative funds from the school improvement grant to support LEAs through the Breakthrough Center and Title I Office. The SEA will participate in an ongoing consultation process (with identified LEA staff) to determine the alignment of resources in the impacted schools in order to make decisions which will improve teaching and learning for all children as they achieve proficient and advanced levels of student achievement.

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

following areas:

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

Funds have been reserved to partially support an Executive Director position for the Breakthrough Center, and for materials associated with providing technical assistance to Tier I and Tier II schools. Technical assistance from the Breakthrough Center may include activities such as offering services to LEAs which will assist the LEAs in developing district capacity or measure its capacity to support its identified schools. Tier III schools will be served only if the needs have been met in Tier I and Tier II schools.

- d. The SEA will also utilize the Restructuring Implementation Technical Assistance (RITA) Initiative, developed in January 2007 as a response to the Title I A requirements for the SEA to provide technical assistance to low performing schools. The RITA process is designed to assist Restructuring Implementation schools in identifying programs and systems that are effective and those that need to be eliminated or improved to advance student achievement. RITA establishes teams of highly skilled educators to work in concert with school districts and schools, using a thoughtful, systematic, evidence-based process in order to provide constructive recommendations for the district and the school that will improve teaching and learning. An overview of the RITA process is provided as Appendix J of the LEA application.
- e. Maryland modified its application scoring tools as a basis for its evaluation of the implementation of the models selected. Maryland continues to modify the tools when amendments are granted to LEAs so they clearly match the activities and strategies for each individual school. School improvement funds will be used to support the cost of monitoring visits to LEAs and schools as they implement their models. Quarterly Summary Reports will be used as interim measures of success, based on the progress of the leading indicators. The SEA will analyze annual state assessment data and as well as the other indicators of success described in the LEA application to determine whether or not the model has been implemented successfully.

**G. CONSULTATION WITH STAKEHOLDERS:** The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application. Consultation occurred on November 23, 2010 via electronic means.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including

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

### **WAIVERS OF SEA REQUIREMENTS**

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

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

**Assurance**

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

**Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** 60. **Note: Schools whose participation rate is below the minimum "n" of 60 for all students group are excluded from Tier I and Tier II. Participation rate will be computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The rate will be calculated for each subgroup and for aggregate separately in each of reading and mathematics assessments where a group includes at least a) 30 students for schools with one grade tested, b) 60 students for schools with two or more grades tested, c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. Maryland excluded one school that met this criteria for graduation rate.**

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

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

Assurance

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

**Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 3: New list waiver**

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

**WAIVERS OF LEA REQUIREMENTS**

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

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 4: School improvement timeline waiver**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

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

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.**

**Waiver 5: Schoolwide program waiver**

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

Assurances

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

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

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**PERIOD OF AVAILABILITY WAIVER**

**Enter State Name Here** requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 6: Period of availability of FY 2009 carryover funds waiver**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

**Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.**

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

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

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

# Title I School Improvement

**Title I 1003(g)**

**Grant Period**

**SY 2011-2012**

Request for  
Grant  
Proposals

Maryland State Department of  
Education

200 West Baltimore Street  
Baltimore, MD 21201

**Deadline Dates**  
**First Draft: March 4, 2011**  
**Second Draft: March 25, 2011**  
**Final Submission: April 21, 2011**

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## PROGRAM DESCRIPTION

<b>Name of Grant Program:</b>	FY 2010 Title I 1003(g) School Improvement Grant
<b>Authorization:</b>	2001 Reauthorization of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1
<b>Amount of Funds:</b>	<p>Total amount of funds for the SY 2009 Title I 1003(g) School Improvement Grant (SIG) is: \$8,288,908 Of the total, \$6,421,397 come from the Federal Fiscal Year 2010 Title I Section 1003(g) appropriation and \$1,867,511 come from the FY 2008 Title I Section 1003(g) appropriation which was carried over for this purpose.</p> <p>Individual grant awards will range from not less than \$50,000 per school to no more than \$2,000,000 per Tier I or Tier II or Tier III schools annually.</p> <p>The SEA will allocate SIG funds to a local education agency (LEA) in an amount that is sufficient size and scope to support a school intervention model in Tiers I and II that the LEA commits to serve and to LEAs to support school improvement activities in Tier III schools.</p> <p>Sub-grantees may apply for two additional one-year periods of funding if the SEA determines the LEA is making progress toward meeting the requirements in Section II.A.8 or the goals established by the LEA.</p>
<b>Grant Period:</b>	July 1, 2010- September 30, 2012
<b>Dissemination of the Application:</b>	Upon approval of the SEA's application by the United States Department of Education (USDE)
<b>Deadline for Receipt of Letter of Intent:</b>	<p>Fifteen (15) days following the approval of the SEA's application by the United States Education Department (USED).</p> <p>A "Letter of Intent" to apply for the 2010 Title I 1003(g) SIG must be received by the Maryland State Department of Education by 4:00 p.m.(Appendix B</p>

contains a sample letter.

**Deadline for Receipt of First Draft:** On or before March 4, 2011

**Deadline for Receipt of Second Draft:** On or before March 25, 2011

LEAs with applications that require significant revisions after the March 25, 2011 submission will be required to meet with MSDE staff for additional technical assistance.

**Deadline for Receipt of Final Version:** On or before April 21, 2011

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

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

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

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

Timelines will be enforced.

MSDE will provide orientation and technical assistance meeting for all LEAs that intend to submit a proposal on February 11, 2011 from 9:00 a.m. until 12:00 p.m. at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, Maryland 21201. The meeting will be held in Conference Room 6-7 on the 8<sup>th</sup> floor.

Please notify Sharon Williamson at 410.767.0286 before February 11, 2011 if your LEA plans to attend this meeting.

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

Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act (as reauthorized by the No Child Left Behind Act of 2001) provides funds to eligible school districts for the purpose of providing intensive assistance to schools identified as in need of improvement under Section 1116 of the No Child Left Behind reauthorization. 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. In Maryland, schools identified in the Comprehensive Needs Pathway or Focused Needs Pathway under Maryland's Differentiated Accountability Pilot are eligible for this grant.

Under the final federal requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools.

Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, and certain additional Title I eligible secondary schools with a graduation rate below 60 percent over a number of years. An SEA may identify, if it so chooses, additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools.

Tier III schools are any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I, and, if a State so chooses, certain additional Title I eligible schools.

## **B. Eligible Applicants:**

These funds will be available only to LEAs with schools identified as **Tier I, Tier II, or Tier III** by the Maryland State Department of Education (MSDE).

## DEFINITION OF PERSISTENTLY LOW ACHIEVING SCHOOLS

Maryland's *Definition of Persistently Lowest Achieving Schools* was only changed to reflect the use of 2010 State Assessment Data and 2008-2010 Trend Data. The formula used in 2009 remains the same.

### Tier I Definition of Persistently Lowest Performing Schools

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

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

#### Annual Performance Ranking

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

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

- **Overall Rank** – is the School's Annual Performance Rank summed for 2008 through 2010
- **Overall Average Rank** - is the School's Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010
- **Overall Weighted Rank** – is the School's Annual Performance Rank weighted for each school year
  6. 2008 Performance Rank multiplied by a weight of 1.0
  7. 2009 Performance Rank multiplied by a weight of 1.0
  8. 2010 Performance Rank multiplied by a weight of 1.25
  9. Sum the weighted Performance Ranks for 2009 through 2010

10. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years

**Tier I Reports contain:**

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

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

**Academic Criteria**

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

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

**Annual Performance Ranking**

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

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

- **Overall Rank** – is the School’s Annual Performance Rank summed for 2008 through 2010

**Overall Average Rank** - is the School’s Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010

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

**Tier II Reports contain:**

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

**Graduation Rate Criteria:**

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

**Graduation Rate**

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

**Notes:**

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

b) 60 students for schools with two or more grades tested c) Groups not meeting the minimum criteria listed above will not be checked for participation rate. MSDE submitted a waiver request with this application

**Tier III: Definition**

**Maryland defines Tier III schools as any Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. The ESEA designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix G of the LEA application for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to Differentiated Accountability designations and will be funded based on the table below.**

**FUNDING PRIORITIES FOR TIER III SCHOOLS**

			Differentiated Accountability SCHOOL PATHWAYS	
			Tier III Funding Priority Schools will be selected based on academic performance for a three year period within each stage of the two Pathways.	
Years Not Achieving AYP	ESEA Designation	Differentiated Accountability STAGES	Comprehensive Needs Schools	Focused Needs Schools
2	School Improvement 1	Developing Stage (initial interventions)	Developing Comprehensive Needs Schools Second Priority for Tier III Funding	Developing Focused Needs Schools Fourth Priority for Tier III Funding
3	School Improvement 2			
4	Corrective Action			
5	Restructuring Planning	Priority Stage (later interventions)	Priority Comprehensive Needs Schools First Priority for Tier III Funding	Priority Focused Needs Schools Third Priority for Tier III Funding
6	Restructuring Implementation			

In awarding school improvement funds, the SEA will give priority to LEAs that apply to serve Tier I or Tier II schools. In addition, the SEA will evaluate whether or not the LEA

demonstrates commitment and capacity to serve all Tier I and Tier II schools that the LEA applies to serve and the SEA will determine if the LEAs have applied for sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds prior to awarding any funds for Tier III schools.

The SEA will evaluate LEA applications and award grant funds to LEA's serving Tier I and Tier II schools prior to evaluating grant applications for Tier III schools. Should funds be available after the awarding of grants to serve Tier I and Tier II schools, the SEA will use remaining funds to award grants to serve Tier III schools.

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

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. Descriptions of the requirements for each of these models can be found in Appendix C.

In the Tier III schools an LEA chooses to serve, the LEA must ensure that it uses the funds to implement research-based strategies and practices designed to improve student achievement. Descriptions of allowable strategies can be found in Section 3, Tier III Schools.

### **D. Measurable Outcomes:**

1. The LEA must describe annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive SIG funds.
2. School districts and schools that receive SIG funds will make annual goals that demonstrate progress towards attaining adequate yearly progress and ultimately move out of improvement status.
3. School districts and schools that receive SIG funds will make annual goals that result in increased use of data and will create systems of continuous feedback and improvement.

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

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

A Tier III school, with support from the LEA, must select one or more strategies intended to build the school district's and funded school's capacity to improve student achievement and move the school out of improvement status. The selection of the strategies must be based on data from a comprehensive needs assessment that reflects the school's individual circumstances.

**F. Supplement Not Supplant:**

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

An LEA may use SIG funds to pay for district-level activities to support implementation of one of the four school intervention models in each Tier I and Tier II school and to support other school improvement strategies in the Tier III schools as long as the LEA does not exceed the combined amount of the SIG funds generated by the Tier I, II, and III schools it elects to serve. **An LEA may not use SIG funds to support district-level activities for schools that are not receiving SIG funds.**

**G. Fiscal Reporting Requirements:**

2010 SIG Regular funds may be used in combination with regular 2008 Carryover SIG funds but must be tracked separately from the Title I Basic Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. This funding number must not be the same number that is used for the Title I Basic Grant award Regular 1003(a) SIG.

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

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

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

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

- The application package must use line spacing of at least 1.5 and a 12-point font size in Times New Roman.

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

**Maryland State Department of Education**

**Division of Student, Family, and School Support - 4<sup>th</sup> Floor**

**200 West Baltimore Street**

**Baltimore, Maryland 21201-2595**

**Attention: Maria E. Lamb, Director**

**Program Improvement and Family Support**

**TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT**

**July 1, 2010- September 30, 2012**

**REQUEST FOR PROPOSAL COVER SHEET**

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

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

## PART II: Schools to be Served by LEA

### Section A

Indicate the schools the LEA will serve by completing Table A.1 below. The list of eligible schools may be found in Appendix A.2. Add more rows as needed.

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

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

**Table A.1**

**Schools to Be Served by the LEA**

	School Name	NCES ID #	MSDE ID #	Tier I	Tier II	Tier III	Title I SW or TAS	<u>Intervention Model Selected</u>				
								Turnaround	Restart	School Closure	Transformation	
1												
2												
3												
4												
5												
6												

**Section B: The following areas will be addressed for each participating school through the completion of the model template.**

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

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

Duplicate the cover sheet below and provide the requested information for each Tier I and Tier II school the LEA will serve with 2010 Title I 1003(g) School Improvement Funds.

**Cover Sheet- Tier I and Tier II Schools**

School Name: Address:	LEA Point of Contact (POC) Name & Position:  Phone#: Email Address:				
Grade levels enrolled (SY10):	Number of Students Enrolled (SY10):				
Year the school entered school improvement status: _____	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Tier Level</b></td> </tr> <tr> <td>Tier I _____</td> </tr> <tr> <td>Tier II _____</td> </tr> </table>		<b>Tier Level</b>	Tier I _____	Tier II _____
<b>Tier Level</b>					
Tier I _____					
Tier II _____					
Differentiated Accountability Status: _____ Focus Developing _____ Focus Priority _____ Comprehensive Developing _____ Comprehensive Priority	School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning _____ Restructuring Implementation				
Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart _____ Transformation				
Waiver Request(s):  _____ Requested for this School  _____ Not Requested for this School	Amount the LEA is requesting from 2010 Title I 1003(g) School Improvement Funds for the next three years.				
	Year 1: SY 2010-11				
	Year 2: SY 2011-12				
	Year 3: SY 2012-13				
	<b>Pre-implementation Activities Yr. 1</b>				
Total Amount of Funding Requested for this school					

## B.1 Comprehensive Needs Assessment for Tier I and II schools

For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

**Complete Table B.1 to demonstrate the LEA has analyzed the needs of each school in order to select an intervention model that adequately addresses the needs. A thorough analysis will enable the LEA to demonstrate it has the capacity to indentify areas of need and assist with providing adequate resources related to support of each Tier I and Tier II school identified in the LEA application.**

**Table B.1 Comprehensive Needs Assessment**

Name of School:		Tier:
<b>Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>	
<p><b>1 <u>Student Profile Information( include trend analysis)</u></b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> </ul>		

Name of School:		Tier:
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>		
<p><b><u>2 Staff Profile</u></b></p> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li> <li>• Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English</li> </ul>		

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

Name of School:		Tier:
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<p><b><u>5 Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>		
<p><b><u>6 Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>		
<p><b><u>7 School Culture and Climate</u></b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>		
<p><b><u>8 Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented</li> </ul>		

Name of School:		Tier:	
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges		LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
services and supports for students and families <ul style="list-style-type: none"> <li>Engagement of parents in the education of students</li> </ul>			
<b>9 <u>Professional Development</u></b> <ul style="list-style-type: none"> <li>Use of Maryland Professional development standards</li> <li>Accountability aligned to improved teaching and learning</li> </ul>			
<b>10 <u>Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>Collaborative planning time</li> <li>Class scheduling (block, departmentalizing, etc.)</li> <li>Class configuration</li> <li>Managing resources and budgets</li> <li>Accessing other grants to support learning</li> <li>Increasing learning time for students and teachers</li> </ul>			
<b>11 <u>Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation and monitoring</li> </ul>			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges</b>		<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>	
<b>12 <u>Effective Leadership</u></b> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>			

**B.2 Complete Table B.2 if the LEA has elected not to serve one or more of the Tier I or Tier II schools listed in Appendix A.2. Add rows as needed. Explain in detail why the LEA lacks capacity to serve the Tier I or Tier II schools listed below.**

**Table B.2**

**Schools the LEA has Elected Not Serve**

	School Name	NCES ID #	Tier I	Tier II	Reason LEA Lacks Capacity to Serve the School
1					
2					
3					
4					

### **B.3. Intervention Model Selection and Descriptive Information**

The LEA must select an Intervention Model for each Tier I and Tier II it decides to serve. Using the format below, the LEA must describe actions it has taken, or will take to design and implement each Intervention Model consistent with the final requirements. **LEA application requirements B3, B5, B6, B7, and B8 are embedded in each template. B4 follows the templates.**

**Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. Duplicate the following templates and complete them for each Tier I and Tier II school as appropriate. Model must be implemented at the start of the 2011-2012 academic year.**

### B. 3. a Turnaround Model

School Name and Number:

Tier:

Intervention Model: TURNAROUND MODEL

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

SY 2011:

SY 2012:

SY 2013:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for SY 2011 only for SY 2011 only ( to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup.

SY 2011:

SY 2012:

SY 2013:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for SY 2011 only for SY 2011 only ( to be updated annually upon renewal of the grant)

**Stakeholder Involvement:**

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

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

Describe how the LEA has modified practices and policies to enable the school to implement this model fully.

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

Describe how the LEA will align other resources, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG.

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model</b>  <b>(include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Requirements for the Turnaround Model (LEA must implement actions 1-9)</b>			
1 Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates			
2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students  (A) Screen all existing staff and rehire no more than 50 percent; and  (B) Select new staff			
3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model  (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
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			
4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model  (include alignment of additional resources)</b>	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
6 Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards			
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
8 Establish schedules and implement strategies that provide increased learning time			
9 Provide appropriate social-emotional and community-oriented services and supports for students			

<b>Name of School:</b>		<b>Tier:</b>	
<b>Turnaround Model</b>	<b>LEA Design and Implementation of the Intervention Model</b>  (include alignment of additional resources)	<b>Timeline for Implementation</b>	<b>Name and Position of Responsible Person(s)</b>
<b>Permissible Strategies for the Implementation of the Turnaround Model.</b>  <i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
<b>Other Actions the LEA will take to implement the Turnaround Model</b>			
Recruit, screen, and select external providers to ensure quality			

## Turn Around Model Addendum: Pre-Implementation Activities

### **Pre-Implementation Activities:**

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities. [The following allowable activities are listed in the LEA Application. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-2011 academic school year.](#)

[LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.](#)

### [Activity Categories with Sample Activities:](#)

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and

**Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.**

direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

<p><b>Preparation for Accountability Measures:</b> Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	
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### B.3.b Restart Model

**School Name and Number:**

**Tier:**

**Intervention Model : RESTART MODEL**

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

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

SY 2011:

SY 2012:

SY 2013:

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** ( to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup.

SY 2011:

SY 2012:

SY 2013:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2011 only** ( to be updated annually upon renewal of the grant)



# Restart Model

Data Point From Needs Assessment	School Needs Assessment	Strategy to Address the Need	Person(s) Responsible	Estimated Date of Completion	Documentation that can Used as Evidence of Successful Completion
<p><b><u>Describe the LEA's Restart Process</u></b></p> <p>Indicate which steps have been completed to date and which will be completed prior to 6/30/2011, including those related to recruiting, screening, and selecting an external provider to ensure quality.</p>					
<p><b>Stakeholder Involvement:</b></p> <p>Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.</p>					
<p><b>Modification of Practices or Policies to enable the school to implement this model fully:</b></p> <p>Describe how the LEA has modified practices and policies to enable the school to implement this model fully.</p>					
<p><b>Alignment of Other Resources with the 1003(g) SIG:</b></p> <p>Describe how the LEA will align other resources, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG.</p>					

## Restart Model Addendum: Pre-Implementation Activities

### **Pre-Implementation Activities:**

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities. [The following allowable activities are listed in the LEA Application.](#) LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-2011 academic school year.

LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

### [Activity Categories with Sample Activities:](#)

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities

**Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.**

specifically for students attending a new school if their prior school is implementing the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

### B.3.c School Closure Model

**School Name and Number:**

**Tier:**

**Intervention Model : SCHOOL CLOSURE**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Refer to Appendix C for allowable expenditures for school closure. Note: Maryland LEAs will make closure decisions prior to June 30, 2011. Schools will be closed beginning July 1, 2011.

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

**Provide MSA/HAS data for the schools for which the LEA has chosen the School Closure model.**

Provide MSA/HSA data indicating that the receiving schools are higher achieving than the school to be closed. Provide these data for each school that will receive students from the school that will be closed. If the receiving schools have not yet been determined, note that the list of receiving schools and their MSA/HSA data must be submitted to MSDE before school closure moves forward. Describe the proximity of the receiving schools to the closed school.

**Stakeholder Involvement:**

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

**School Name and Number:**

**Tier:**

**Intervention Model : SCHOOL CLOSURE**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Refer to Appendix C for allowable expenditures for school closure. Note: Maryland LEAs will make closure decisions prior to June 30, 2011. Schools will be closed beginning July 1, 2011.

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

Describe, if applicable, how the LEA has modified practices and policies to enable the school to implement this model fully.

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

Describe, if applicable, how the LEA will align other resources, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG.

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

<p><b>2. Identify receiving schools for students from the closed school</b></p> <p>Describe specific action steps that the LEA will take to identify the receiving schools, transfer students into their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.</p>			
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## Closure Model Addendum: Pre-Implementation Activities

### **Pre-Implementation Activities:**

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities. [The following allowable activities are listed in the LEA Application.](#) LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-2011 academic school year.

LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

### Activity Categories with Sample Activities:

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

**Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.**

### B.3.d. Transformation Model

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	
Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for “all students” group and for each subgroup. SY 2011: SY 2012: SY 2013: Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for <b><u>SY 2011 only</u></b> ( to be updated annually upon renewal of the grant)	
Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup. SY 2011: SY 2012: SY 2013: Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for <b><u>SY 2011 only</u></b> ( to be updated annually upon renewal of the grant)	
<b>Stakeholder Involvement:</b> Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.	

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

**Modification of Practices or Policies to enable the school to implement this model fully:**  
 Describe how the LEA has modified practices and policies to enable the school to implement this model fully.

**Alignment of Other Resources with the 1003(g) SIG:**  
 Describe how the LEA will align other resources, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG.

<b>Name of School:</b>	<b>Tier:</b>
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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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**Requirements for the Transformation Model (LEA must implement actions 1-11)**

*A transformation model is one which the LEA must implement each of the following strategies to **develop and increase teacher and school leader effectiveness**:*

1 Replace the principal who led the school prior to commencement of the transformation model			
2 Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as			

**School Name and Number:**

**Tier:**

**Intervention Model: TRANSFORMATION MODEL**

<p>well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates</p> <p>b. Are designed and developed with teacher and principal involvement</p>			
<p>3 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</p>			
<p>4 Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the</p>			

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
5 Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following <b>comprehensive instructional reform strategies</b></i>			
6 Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic			

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

standards			
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to <b>increase learning time and create community oriented schools</b></i>			
8 Establish schedules and implement strategies that provide increased learning time (as defined in this notice)			
9 Provide ongoing mechanisms for family and community engagement			

School Name and Number:

Tier:

Intervention Model: TRANSFORMATION MODEL

*A transformation model is one which the LEA must implement each of the following strategies to **provide operational flexibility and sustained support***

10 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

11 Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

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**Permissible Strategies for the Implementation of the Transformation Model**

*A transformation model is one which the LEA may implement any of the following strategies ( 12-26) to:*

- Develop and increase teacher and school leader effectiveness*
- Provide Comprehensive instructional reform strategies*
- Increase learning time and create community oriented schools*
- Provide operational flexibility and sustained support*

12 Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13 Instituting a system for measuring changes in instructional practices resulting from professional development			

**School Name and Number:**

**Tier:**

**Intervention Model: TRANSFORMATION MODEL**

14 Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority			
15 Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
16 Implementing a schoolwide "response-to-intervention" model			
17 Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content			
18 Using and integrating technology-based supports and interventions as part of the instructional program			

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

<p>19 In secondary schools--</p> <p>(a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p>			

**School Name and Number:**

**Tier:**

**Intervention Model: TRANSFORMATION MODEL**

(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or  
(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

20 Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

21 Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff			
22 Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment			
23 Expanding the school program to offer full-day kindergarten or pre-kindergarten			
24 Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA			

<b>School Name and Number:</b>	<b>Tier:</b>
<b>Intervention Model: <u>TRANSFORMATION MODEL</u></b>	

25 Implementing a per-pupil school-based budget formula that is weighted based on student needs			
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<b>Other Actions the LEA will take to implement the Turnaround Model</b>			
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26 Recruit, screen, and select external providers to ensure quality			
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## Transformation Model Addendum: Pre-Implementation Activities

### **Pre-Implementation Activities:**

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

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LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

### Activity Categories with Sample Activities:

**Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing

**Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.**

the closure model.

**Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

**Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

**B.4 Timeline for LEA Monitoring of Tier I and II schools.**

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

**Timeline for LEA Monitoring of Tier I and Tier II schools- Year 1**

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

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed.

<b>Year 1: Q1 (SY2011, July-Sept)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 1: Q2 (SY2011, Oct-Dec)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 1: Q3 (SY2011, Jan-Mar)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 1: Q4 (SY2011, April-June)</b>	Monitoring and oversight
	How progress will be assessed

## Timeline for LEA Monitoring of Tier I and Tier II schools Year 2

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

**Tier:** \_\_\_\_\_

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school's progress will be assessed.

<b>Year 2: Q1 (SY2012, July-Sept)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 2: Q2 (SY2012, Oct-Dec)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 2: Q3 (SY2012, Jan-Mar)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 2: Q4 (SY2012, April-June)</b>	Monitoring and oversight
	How progress will be assessed

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

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

**Tier:** \_\_\_\_\_

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school's progress will be assessed.

<b>Year 3: Q1 (SY2013, July-Sept)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 3: Q2 (SY2013, Oct-Dec)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 3: Q3 (SY2013, Jan-Mar)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 3: Q4 (SY2013, April-June)</b>	Monitoring and oversight
	How progress will be assessed

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

**Use this template for the School Budget Narrative for Tier I and Tier II schools.**

Complete a separate budget narrative for each Tier I and Tier II school. **Include all pre-implementation activities the LEA will undertake prior to the full implementation for each model.** Note: The LEA may use this form or request an electronic excel version from (MSDE) Maryland State Department of Education. An LEA's budget for each year may not be less than \$50,000 nor may it exceed the number of Tier I and Tier II schools it commits to serve multiplied by **\$2,000,000** per year per school.

Complete the LEA Budget Summary and submit with the application.

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

Total Fixed Charges				
Total Salaries and Wages <b><i>and</i></b> Fixed Charges				
<i>Contracted Services</i>				
Total Contracted Services				
<i>Supplies &amp; Materials</i>				
Total Supplies and Materials				
<i>Other Charges</i>				
Total Other Charges				

<i>Equipment</i>				
<b>Total Equipment</b>				
<b>Total Costs</b>				
<b>Total Fixed Charges</b>				
<b>Total Requested</b>				

**Describe how other resources such as Title I, A; Title I 1003 (a); Title II; Title III; etc. will be coordinated with SIG 1003 (g) funds:**

## Reporting Metrics

To inform and evaluate the effectiveness of the interventions selected for Tier I and Tier II schools MSDE will collect data on required reporting metrics for the 1003 (g). Appendix F. Most of this data is already collected through EDFacts. However, MSDE must report some additional new data with respect to the school improvement funds.

Upon approval of the LEA's grant application, the MSDE will inform the LEA how to collect the additional required school-level data for each Tier I and Tier II school it commits to serve.

The data will serve as a baseline for each year thereafter for which MSDE allocates 1003(g) school improvement funds. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected.

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

Required Reporting Metrics
Number of minutes within the school year
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes
Distribution of teachers by performance level on LEA's teacher evaluation system
Teacher attendance rate

## TIER III Schools

Duplicate the cover sheet below and provide the requested information for each Tier III school the LEA will serve with 2010 Title I 1003(g) School Improvement Funds.

### Cover Sheet

<b>Tier III School Name:</b> <b>Address:</b>	<b>LEA Point of Contact (POC):</b> <b>Phone #:</b> <b>Email:</b>									
<b>Grade levels enrolled (SY10):</b>	<b>Number of Students Enrolled (SY10):</b>									
<b>Title I Status:</b> <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program	<b>Year the school entered school improvement status:</b> _____									
<b>Differentiated Accountability Status:</b> <input type="checkbox"/> Focus Developing <input type="checkbox"/> Focus Priority <input type="checkbox"/> Comprehensive Developing <input type="checkbox"/> Comprehensive Priority	<b>School Improvement Status</b> <input type="checkbox"/> School Year 1 <input type="checkbox"/> School Year 2 <input type="checkbox"/> Corrective Action <input type="checkbox"/> Restructuring Planning <input type="checkbox"/> Restructuring Implementation									
<b>Waiver Request:</b> <input type="checkbox"/> Requested for this School <input type="checkbox"/> Not Requested for this School	<b>Amount the LEA is requesting from 2010 Title I 1003(g) School Improvement Funds for the next three years.</b> <table border="1" data-bbox="812 1304 1403 1575"> <tr> <td data-bbox="812 1304 1144 1346">Year 1: SY 2010-11</td> <td data-bbox="1146 1304 1403 1346"></td> </tr> <tr> <td data-bbox="812 1348 1144 1390">Year 2: SY 2011-12</td> <td data-bbox="1146 1348 1403 1390"></td> </tr> <tr> <td data-bbox="812 1392 1144 1434">Year 3: SY 2012-13</td> <td data-bbox="1146 1392 1403 1434"></td> </tr> <tr> <td data-bbox="812 1436 1144 1575"><b>Total Amount of Funding Requested for this school</b></td> <td data-bbox="1146 1436 1403 1575"></td> </tr> </table>		Year 1: SY 2010-11		Year 2: SY 2011-12		Year 3: SY 2012-13		<b>Total Amount of Funding Requested for this school</b>	
Year 1: SY 2010-11										
Year 2: SY 2011-12										
Year 3: SY 2012-13										
<b>Total Amount of Funding Requested for this school</b>										

**3.B Needs Assessment for Tier III Schools**

Complete the following needs assessment to identify areas of focus for each Tier III school. Strategies must be implemented at the start of the 2011-2012 academic year.

**Needs Assessment, Tier III Schools**

<b>Name of Tier III School:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
<p><b>1 <u>Student Profile Information( include trend analysis)</u></b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>	
<p><b>2 <u>Staff Profile</u></b></p> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other</li> </ul>	

<b>Name of Tier III School:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
<p>administrators</p> <ul style="list-style-type: none"> <li>• Number and % of teaching faculty's total classroom instruction experience: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of teaching faculty's service at this school: <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based mathematics and data/analysis resource personnel</li> <li>• Number and % of paraprofessionals who are qualified</li> <li>• Number of mentor teachers and number of teachers being supported</li> <li>• Teacher and administrator attendance %</li> </ul>	

Name of Tier III School:	
Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
<p><b><u>3 Student Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State assessments by the “all student” category and all subgroups</li> <li>• Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup</li> <li>• Graduation Rate</li> </ul>	
<p><b><u>4 Rigorous Curriculum</u></b></p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>	
<p><b><u>5 Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>	

<b>Name of Tier III School:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
<p><b><u>6 Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> <li>• Use of universal design principles</li> </ul>	
<p><b><u>7 School Culture and Climate</u></b></p> <ul style="list-style-type: none"> <li>• School vision, mission and shared values</li> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> </ul>	
<p><b><u>8 Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>	
<p><b><u>9 Professional Development</u></b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>	

<b>Name of Tier III School:</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges</b>	<b>LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment</b>
<p><b>10 <u>Organizational structure and resources</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>	
<p><b>11 <u>Comprehensive and Effective Planning</u></b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>	
<p><b>12 <u>Effective Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>	

### Annual Goals for Tier III Schools

LEAs may request funds to serve schools identified as Tier III to implement research-based strategies and practices. Schools must use School Improvement Grant – Section 1003(g) funds to carry out the school improvement, corrective action or restructuring activities as described in Section 1116. Funds are to be spent on practices that are designed to improve student achievement and positively affect the following measurable outcomes. LEAs may not request waivers for “Starting Over” or transitioning into a Schoolwide Program if the school is below 40% poverty.

Note: Public School Choice Non-Regulatory Guidance, *January 14, 2009*, (J-21) An LEA may also use funds under Section 1003(g), which authorizes additional funding for school improvement activities, to support choice-related transportation, and Supplemental Educational Services Non-Regulatory Guidance, *June 13, 2005*, (K-5) LEAs may also use Section 1003(g) to support supplemental educational services.

#### Tier III Annual Goals

<b>Name of Tier III School:</b>
<b>Annual Goals:</b> <b>What are the LEA’s goals for this school’s achievement on the Maryland State Assessments/ High School Assessment for reading/language arts and Mathematics 2011, 2012 and 2013 (for “all students” group and for each subgroup, as appropriate)?</b>
<b>SY 2010-2011-</b>
<b>SY 2011-2012-</b>
<b>SY 2012-2013-</b>
<b>How were these goals determined?</b>

**What form of interim assessment activities will be done to track progress towards meeting the annual goals throughout the school year?**

**Establishing Priorities for the Tier III School based on the Needs Assessment: List Priorities for each year below**

**SY 2010-2011-**

**SY 2011-2012-**

**SY 2012-2013-**

## Services and/or Strategies the LEA will Implement in Tier III Schools

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

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

### Strategies to Allow the School to Meet its Annual Goals

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

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

## **Plan of Action:**

The LEA should complete the Plan of Action for each Tier III school it will serve.

The following information should be included in the plan of action for each strategy/activity selected.

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

## Plan of Action

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

**Timeline for LEA Monitoring of Tier III schools.**

Complete the form below for each school with a detailed description of how the LEA will monitor each school's intervention model and how progress monitoring will be assessed throughout the year.

**Timeline for LEA Monitoring of Tier III Schools- Year 1**

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

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the strategy or strategies selected for this Tier III school. For each quarter, provide information how the LEA will monitor and provide oversight of the implementation actions (aligned with the specific strategy/strategies selected) to be taken by the school and the LEA, and the ways in which the school's progress will be assessed.

<b>Year 1: Q1 (SY2011, July-Sept)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 1: Q2 (SY2011, Oct-Dec)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 1: Q3 (SY2011, Jan-Mar)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 1: Q4 (SY2011, April-June)</b>	Monitoring and oversight
	How progress will be assessed

## Timeline for LEA Monitoring of Tier III Schools- Year 2

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

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the strategy or strategies selected for this Tier III school. For each quarter, provide information how the LEA will monitor and provide oversight of the implementation actions (aligned with the specific strategy/strategies selected) to be taken by the school and the LEA, and the ways in which the school's progress will be assessed.

<b>Year 2: Q1 (SY2012, July-Sept)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 2: Q2 (SY2012, Oct-Dec)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 2: Q3 (SY2012, Jan-Mar)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 2: Q4 (SY2012, April-June)</b>	Monitoring and oversight
	How progress will be assessed

## Timeline for LEA Monitoring of Tier III Schools- Year 3

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

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the strategy or strategies selected for this Tier III school. For each quarter, provide information how the LEA will monitor and provide oversight of the implementation actions (aligned with the specific strategy/strategies selected) to be taken by the school and the LEA, and the ways in which the school's progress will be assessed.

<b>Year 3: Q1 (SY2013, July-Sept)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 3: Q2 (SY2013, Oct-Dec)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 3: Q3 (SY2013, Jan-Mar)</b>	Monitoring and oversight
	How progress will be assessed
<b>Year 3: Q4 (SY2013, April-June)</b>	Monitoring and oversight
	How progress will be assessed

## School Budget Narrative for Tier III Schools

Complete a separate budget narrative for each Tier III school. The LEA may use this form or request an electronic version from MSDE.

School Budget Narrative –Tier III Schools				
Name of School:				
School Budget Narrative for School Year _____				
Complete a separate form for each budget year for which funds are being requested.				
Line Item Object/Category	Description	Explain how the expenditures address the implementation of the strategy/strategies	Calculation	Total
<i>Salaries &amp; Wages</i>				
Total Salaries and Wages				

<i>Fixed Charges</i>	<b>FICA</b>			
Total Fixed Charges				
Total Salaries and Wages <b><i>and</i></b> Fixed Charges				
<i>Contracted Services</i>				
Total Contracted Services				

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

### **Coordination of Other Fiscal Resources**

Describe for each school how other fiscal resources, such as Title I, Part A; Title I, ARRA; 1003(a); Title II; Title III; etc., will be coordinated and aligned to support the identified invention model.

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## LEA Commitments and Capacity

LEAs that accept 2010 Title I 1003(g) school improvement funds **agree to establish a central support team** to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support, as well as monitor, and assess the progress for each of the identified schools. Complete the LEA Commitment Table and add rows as needed.

### LEA Commitment Table

1003(g) Central Support Team				
Name of Central Support Team Members	Title	Responsibility	Tier Assignment e.g. Tier I schools, Tier II Schools, or Tier III Schools	Estimate of the time each individual will devote to supporting Tier I, II, and III schools ( Hours per Month)
a. How often will the LEA 1003(g) central support team meet?				
b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?				
c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?				

**1003(g) Central Support Team**

- d. Has the LEA 1003(g) central support team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?**

\_\_\_\_\_ Yes \_\_\_\_\_ No

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

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

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

## **LEA Capacity**

### **LEA Capacity to Implement Grant**

**Self-assessment of LEA capacity to design, support, monitor and assess the implementation in each/all of the Tier I, II, and III schools described in the school descriptions. Respond fully to each question below.**

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

**2. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) central support team has identified and how will the team address these challenges in the early phases of the work?**

## **LEA Budget**

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

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

# LEA Budget Narrative

## LEA Budget Narrative

Complete a separate form for each budget year for which funds are being requested.

LEA \_\_\_\_\_ SY \_\_\_\_\_

Line Item Category/Object	Description	Calculation	Total
<i>Salaries &amp; Wages</i>			
Total Salaries and Wages			
<i>Fixed Charges</i>	<b>FICA</b>		
Total Fixed Charges			
Total Salaries and Wages <b><i>and</i></b> Fixed Charges			
<i>Contracted Services</i>			

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

## LEA Funding Breakdown

<b>LEA Funding Breakdown</b>				
<b>Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.</b>				
	<b>LEA activities in support of the implementation of the selected school intervention models in Tier I and Tier II schools</b>	<b>School improvement activities at the LEA level and school level for the Tier III schools</b>	<b>LEA-Level activities in support of Tier I , II, and III schools</b>	<b>Total Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.</b>
<b>Year 1 (SY11):</b>				
<b>Year 2 (SY12):</b>				
<b>Year 3 (SY13):</b>				
<b>Total budget request:</b>				

## Required Budget Summary

<b>LEA:</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
<b>Name of School and Tier (add more rows if needed)</b>	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>	<b>Full Implementation</b>	<b>Full Implementation</b>	
<b>LEA-level Activities</b>					
<b>Total Budget</b>					

**Consolidated Budget Narrative**

The Consolidated Budget Narrative must be completed by the LEA. Provide information for each line item that includes the total of all of the participating school budgets with the LEA budget for the first school year of the SIG grant period: 2011-2012.

Consolidated Budget Narrative		
LEA _____ School Year: <u>2011-2012</u>		
Line Item Category/Object	Description	Total
<i>Salaries &amp; Wages</i>		
<i>Contracted Services</i>		

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

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

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the LEA application for the Pre-implementation Activities and the 2011-2012 school year only. Indirect Costs are allowable.

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

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

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

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

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

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

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

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

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

### **2010 Title I 1003(g) School Improvement Grant**

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

1. The Grantee [LEA] will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
2. State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. If it implements a restart model in a Tier I or Tier II school, the Grantee [LEA] will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
4. The Grantee [LEA] will report to the Maryland State Department of Education the school-level data required under section III of the final requirements. These data elements are outlined in Appendix F of this document and will be reported by the Grantee to MSDE in a timely way.
5. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
8. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
9. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
10. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after

termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

11. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
12. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
13. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
14. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
15. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

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

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

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

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

## Appendix A.1

### List of LEAs with Qualifying Schools

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

## Appendix A.2

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

#### **ELIGIBLE SCHOOLS**

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

Schools Eligible for FY 2010 SIG Funds										
LEA	SCHOOL_NUMBER	SCHOOL_NAME	NCES_NUMBER	Tier I	Tier II	Tier II Waiver Schools	Graduation Rate Tier II	Tier III	Tier II Exclude because of Waiver	Newly Eligible
Anne Arundel	2400060	J. Albert Adams Academy	2400060086		X					
Baltimore City	2400090	Cherry Hill Elementary/Middle	24000900171	X						
Baltimore City	2400090	Patapsco Elementary/Middle	24000900296	X						
Baltimore City	2400090	Gilmor Elementary	24000900221	X						
Baltimore City	2400090	Francis M. Wood Alternative High	24000901343		X					
Baltimore City	2400090	Masonville Cove Academy	2400090157		X					
Baltimore City	2400090	Frederick Douglass High	24000900209		X					
Baltimore City	2400090	Institute Of Business And Entrepreneurship	24000901533		X					
Baltimore City	2400090	Northwestern High	24000900292		X					
Baltimore City	2400090	Connexions Comm Lead Acad	24000901302			X				
Baltimore City	2400090	Northeast Middle	24000900289			X				

Baltimore City	240009 0	Vivien T. Thomas Medical Arts Academy	24000901385						X			
Baltimore City	240009 0	City Springs Elementary	24000900175							X		
Baltimore City	240009 0	Steuart Hill Academic Academy	24000900319							X		
Baltimore City	240009 0	Collington Square Elementary	24000900179							X		
Baltimore City	240009 0	Frederick Elementary	24000901430							X		
Baltimore City	240009 0	Baltimore Freedom Academy	24000901560							X		
Baltimore City	240009 0	Moravia Park Primary	24000900282							X		
Baltimore City	240009 0	Rognel Heights Elementary/Mid	24000900305							X		
Baltimore City	240009 0	Harford Heights Intermediate	24000901153							X		
Baltimore City	240009 0	Md Academy Of Tech, Health Sci	24000901538							X		
Baltimore City	240009 0	Samuel F. B. Morse Elementary	24000900310							X		
Baltimore City	240009 0	Furman L. Templeton Elementary	24000900211							X		
Baltimore City	240009 0	Heritage High School	24000901562						X			
Baltimore City	240009 0	Dr. Rayner Browne Elementary	24000900189							X		
Baltimore City	240009 0	Harlem Park Elementary	24000900239							X		
Baltimore City	240009 0	Beechfield Elementary	24000900155							X		
Baltimore City	240009 0	Historic Sam Coleridge-Taylor El	24000900309							X		
Baltimore City	240009 0	Dr. Nathan A. Pitts Ashburton Elementary/Middle	24000900149							X		
Baltimore City	240009 0	Sarah M. Roach Elementary	24000900312							X		
Baltimore City	240009 0	New Song Academy	24000900884							X		
Baltimore City	240009 0	Bluford Drew Jemison Mst Acd	24000901633							X		
Baltimore City	240009 0	Pimlico Elementary	24000900299							X		
Baltimore City	240009 0	Lakeland Elementary/Middle	24000900264							X		
Baltimore City	240009 0	Highlandtown Elementary #215	24000900243							X		
Baltimore City	240009 0	Hazelwood Elementary/Middle	24000900241							X		
Baltimore City	240009 0	Waverly Elementary	24000900329							X		
Baltimore City	240009 0	Friendship Acd Of Eng And Tech	24000901659							X		
Baltimore City	240009 0	Windsor Hills Elementary	24000900337							X		
Baltimore City	240009 0	Glenmount Elementary/Middle	24000900222							X		
Baltimore City	240009 0	Curtis Bay Elementary	24000900183							X		

Baltimore City	2400090	Friendship Acad Of M, S, Tech	24000901654							X		
Baltimore City	2400090	Westport Academy	24000900331							X		
Baltimore City	2400090	Dickey Hill Elementary/Middle	24000900186							X		
Baltimore City	2400090	North Bend Elementary	24000900602							X		
Baltimore City	2400090	Dr. Martin Luther King, Jr. El	24000900188							X		
Baltimore City	2400090	Stadium School	24000900571							X		
Baltimore City	2400090	Furley Elementary	24000900210							X		
Baltimore City	2400090	Belmont Elementary	24000900156							X		
Baltimore City	2400090	Matthew A. Henson Elementary	24000900278							X		
Baltimore City	2400090	Mary E. Rodman Elementary	24000900277							X		
Baltimore City	2400090	William Pinderhughes El	24000900335							X		
Baltimore City	2400090	Highlandtown El #0237	24000900244							X		
Baltimore City	2400090	Tench Tilghman Elementary	24000900320							X		
Baltimore City	2400090	Garrett Heights Elementary	24000900213							X		
Baltimore City	2400090	Violetville El/Middle	24000900326							X		
Baltimore City	2400090	Arlington Elementary	24000900146							X		
Baltimore City	2400090	Charles Carroll Barrister El	24000900153							X		
Baltimore County	2400120	Golden Ring Middle	24000001439								X	
Baltimore County	2400120	Riverview Elementary	24001200464							X		
Baltimore County	2400120	Halstead Academy	24001200407							X		
Baltimore County	2400120	Hebbsville Elementary	24001200402							X		
Baltimore County	2400120	Hawthorne Elementary	24001200401							X		
Carroll County	2400210	Carroll Springs School	24002100527								X	
Dorchester	2400300	Maple Elementary School	24003000617							X		
Dorchester	2400300	Hurlock Elementary School	24003000614							X		
Harford	2400390	Center For Educational Opportunity - Alternative C	24003900480						X			
Harford	2400390	William Paca/Old Post Road El	24003900716							X		
Harford	2400390	Magnolia Elementary	24003900706							X		
Prince George's	2400510	Thomas Claggett Elementary	24005101173	X								
Prince George's	2400510	William Wirt Middle School	24005101186	X								
Prince George's	2400510	Oxon Hill Middle School	24005101471		X							

Prince George's	2400510	Thomas Johnson Middle School	24005101175			X					
Prince George's	2400510	Stephen Decatur Middle School	24005101469								X
Prince George's	2400510	Nicholas Orem Middle School	24005101112				X				
Prince George's	2400510	Charles Carroll Middle	24005101004							X	
Prince George's	2400510	Thomas S. Stone Elementary	24005101176							X	
Prince George's	2400510	Ridgecrest Elementary	24005101138							X	
Prince George's	2400510	Judge Sylvania W. Woods El	24005101137							X	
Prince George's	2400510	Buck Lodge Middle	24005100993							X	
Prince George's	2400510	Carmody Hills Elementary	24005100998							X	
Prince George's	2400510	Overlook Elementary	24005101119							X	
Prince George's	2400510	Springhill Lake Elementary	24005101160							X	
Prince George's	2400510	Carole Highlands Elementary	24005100999							X	
Prince George's	2400510	Templeton Elementary	24005101171							X	
Prince George's	2400510	Suitland Elementary	24005101453							X	
Prince George's	2400510	Rogers Heights Elementary	24005101146							X	
Prince George's	2400510	William Beanes Elementary	24005101184							X	
Prince George's	2400510	Gaywood Elementary	24005101041							X	
Prince George's	2400510	Rosa Parks Elementary	24005101573							X	
Prince George's	2400510	Robert R. Gray Elementary	24005101183							X	
Prince George's	2400510	Flintstone Elementary	24005101030							X	

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

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

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

## Appendix B

# Sample Letter of Intent

[Insert Date]

Ms. Ann E. Chafin  
Assistant State Superintendent  
Division of Student, Family, and School Support  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

Dear Ms. Chafin:

This letter serves to notify you of our intent to submit a Request for Proposal (RFP) for the 2011-2012 Title I 1003(g) School Improvement (*competitive*) Grant. A first draft will be submitted on or before **March 4, 2011**. A second draft, *if applicable*, will be submitted on or before **March 25, 2011**. The original (*hard copy*) RFP will be completed and submitted to the Maryland State Department of Education by **April 21, 2011**.

We understand that the purpose of the 2010 Title I 1003(g) School Improvement Grant is to “give priority to the local educational agencies with the lowest-achieving schools that demonstrate — (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116.” I also understand that the regulatory requirements further defines LEAs for SIG funds as being those with the “greatest need” and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

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

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

Sincerely,

[NAME]

Superintendent of Schools/Chief Executive Officer

## Appendix C

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

#### **Turnaround model:**

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

contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

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

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

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

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

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

### **Restart model:**

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

### **School closure:**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school

and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**Transformation model:**

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

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

(i) Required activities. The LEA must--

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

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

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

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

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a school wide "response-to-intervention" model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
  - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning

opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

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

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

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

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

(i) Required activities. The LEA must--

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

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

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

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

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

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

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

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

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

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

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

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

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

**Appendix D: Needs Assessment Scoring Rubric for Individual Schools**

<p align="center"><b>NEEDS ASSESSMENT SCORING RUBRIC FOR: _____</b></p> <p align="center"><b>(NAME OF SCHOOL)</b></p>				
<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p>
	<p align="center"><b>( 0 )</b></p>	<p align="center"><b>( 1 )</b></p>	<p align="center"><b>( 2 )</b></p>	<p align="center"><b>( 3 )</b></p>
<p><b>1. <u>Student Profile Information( include trend analysis)</u></b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups - # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance %</li> <li>• Expulsions #</li> <li>• Suspensions #</li> <li>• Dropout rate</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>(0)</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<ul style="list-style-type: none"> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students</li> <li>• Graduation rate</li> <li>• High School Diploma Rate</li> </ul>				
<p><b>2. <u>Staff Profile</u></b></p> <ul style="list-style-type: none"> <li>• Principal – Length of time at the school</li> <li>• Number of Assistant Principal/s and other administrators</li>   <li>• Number and % of teaching faculty's total classroom instruction experience:               <ul style="list-style-type: none"> <li>○ 0-5 years</li> </ul> </li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<ul style="list-style-type: none"> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> <li>• Number and % of teaching faculty's service at this school:               <ul style="list-style-type: none"> <li>○ 0-5 years</li> <li>○ 6-10 years</li> <li>○ 11-15 years</li> <li>○ 16+ years</li> </ul> </li> <li>• Number and % of HQ teachers</li> <li>• Number of school-based reading and English teachers of record</li> <li>• Number of school-based mathematics and data/analysis teachers of record</li> <li>• Number of school-based reading and English resource personnel</li> <li>• Number of school-based</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<p>mathematics and data/analysis resource personnel</p> <ul style="list-style-type: none"> <li>• Number and % of paraprofessionals who are qualified</li> <li>• Number of mentor teachers and number of teachers being supported</li> <li>• Teacher and administrator attendance %</li> </ul>				
<p><b>3. <u>Student Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<p>assessments by the "all student" category and all subgroups</p> <ul style="list-style-type: none"> <li>• Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup</li> <li>• Graduation Rate</li> </ul>				
<p><b>4. Rigorous Curriculum</b> Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<p><b>5. <u>Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of research-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> </ul>				
<p><b>6. <u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>(0)</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<ul style="list-style-type: none"> <li>• Use of universal design principles</li> </ul>				
<p><b>7. School Culture and Climate</b></p> <ul style="list-style-type: none"> <li>○ School vision, mission, and shared values</li> <li>○ School safety</li> <li>○ Student health services</li> <li>○ Attendance supports</li> <li>○ Climate survey, if available</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p style="text-align: center;"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p style="text-align: center;"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p style="text-align: center;"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p style="text-align: center;"><b>(3)</b></p>
<p><b>8. <u>Students, Family, and Community</u></b></p> <p><b><u>Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents in the education of students</li> </ul>				
<p><b>9. <u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional development standards</li> <li>• Accountability aligned to improved teaching and learning</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p style="text-align: center;"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p style="text-align: center;"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p style="text-align: center;"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p style="text-align: center;"><b>(3)</b></p>
<p><b>10. <u>Organizational structure and resources</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time</li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Increasing learning time for students and teachers</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p align="center"><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p align="center"><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p align="center"><b>(3)</b></p>
<p><b>11. <u>Comprehensive and Effective Planning</u></b></p> <ul style="list-style-type: none"> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation and monitoring</li> </ul>				

**NEEDS ASSESSMENT SCORING RUBRIC FOR: \_\_\_\_\_**

**(NAME OF SCHOOL)**

<p><b>Areas the LEA considered for analysis as part of a comprehensive needs assessment of (name of school), including successes and challenges</b></p>	<p><b>Information is missing. not adequate</b></p> <p><b>( 0 )</b></p>	<p><b>LEA's response does not sufficiently address the needs assessment component and requires clarification (Response to Clarifying questions due on or before May 20, 2010) (Insert clarifying questions)</b></p> <p><b>(1)</b></p>	<p><b>LEA's response to clarifying questions sufficiently addresses the needs assessment component</b></p> <p><b>(2)</b></p>	<p><b>LEA's response sufficiently addresses the needs assessment component</b></p> <p><b>(3)</b></p>
<p><b>12. <u>Effective Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Engagement of parents and community to promote academic, developmental, social, and career needs of students</li> </ul>				

## LEA CAPACITY SCORING RUBRIC

### A. School Identification

	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
1. LEA identified each Tier I, Tier II, and Tier III school it commits to serve and has identified the model it will use in each of the Tier I and Tier II schools.					
2. An LEA that has nine or more Tier I or Tier II schools may not implement the Transformation Model in more than 50% of its Tier I and Tier II schools.					
3. If an LEA is not applying to serve each Tier I school, the LEA has explained why it lacks the capacity to serve specific Tier I school(s).					

Overall score, based on the quality of responses: \_\_\_\_\_

Minimum required score: 6

Maximum possible score: 9

Please indicate what clarifications, if any, are required for the "School Identification" section of the LEA Application:

## Appendix E

### LEA CAPACITY SCORING RUBRIC

#### B. Needs Assessment

<u>After reviewing the Needs Assessment Components of all of the Tier I, Tier II, and Tier III schools . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
<b>1. Student Profile Information</b>	There is limited discussion and evidence of analysis of student profile information.	There is some discussion and evidence of analysis of student profile information.	There is sufficient discussion and evidence of analysis of student profile information.	There is ample discussion and evidence of analysis of student profile information.	
<b>2. Staff Profile</b>	There is limited discussion and evidence of analysis of staff profile information.	There is some discussion and evidence of analysis of staff profile information.	There is sufficient discussion and evidence of analysis of staff profile information.	There is ample discussion and evidence of analysis of staff profile information.	

## LEA CAPACITY SCORING RUBRIC

### B. Needs Assessment

<u>After reviewing the Needs Assessment Components of all of the Tier I, Tier II, and Tier III schools . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
<b>3. Student Achievement</b>	There is limited discussion and evidence of analysis of student achievement.	There is some discussion and evidence of analysis of student achievement.	There is sufficient discussion and evidence of analysis of student achievement.	There is ample discussion and evidence of analysis of student achievement.	
<b>4. Rigorous Curriculum</b>	There is limited discussion and evidence of analysis of the rigor of the curriculum by the LEA.	There is some discussion and evidence of analysis of the rigor of the curriculum by the LEA.	There is sufficient discussion and evidence of analysis of the rigor the curriculum by the LEA.	There is ample discussion and evidence of analysis of the rigor of the curriculum by the LEA.	

## LEA CAPACITY SCORING RUBRIC

### B. Needs Assessment

<u>After reviewing the Needs Assessment Components of all of the Tier I, Tier II, and Tier III schools . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
<b>5. Instructional Program</b>	There is limited discussion and evidence of analysis of information about the quality of the instructional program.	There is some discussion and evidence of analysis of information about the quality of the instructional program.	There is sufficient discussion and evidence of analysis of information about the quality of the instructional program.	There is ample discussion and evidence of analysis of information about the quality of the instructional program.	
<b>6. Assessments</b>	There is limited discussion and evidence of analysis of local assessment information.	There is some discussion and evidence of analysis of local assessment information.	There is sufficient discussion and evidence of analysis of local assessment information.	There is ample discussion and evidence of analysis of local assessment information.	

## LEA CAPACITY SCORING RUBRIC

### B. Needs Assessment

<u>After reviewing the Needs Assessment Components of all of the Tier I, Tier II, and Tier III schools . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
<b>7. School Culture and Climate</b>	There is limited discussion and evidence of analysis of school culture and climate information.	There is some discussion and evidence of analysis of school culture and climate information.	There is sufficient discussion and evidence of analysis of school culture and climate information.	There is ample discussion and evidence of analysis of school culture and climate information.	
<b>8. Student, Family and Community Support</b>	There is limited discussion and evidence of analysis of information concerning student, family and community support.	There is some discussion and evidence of analysis of information concerning student, family and community support.	There is sufficient discussion and evidence of analysis of information concerning student, family and community support.	There is ample discussion and evidence of analysis of information concerning student, family and community support.	
<b>9. Professional Development</b>	There is limited discussion and evidence of analysis of information concerning professional development.	There is some discussion and evidence of analysis of information concerning professional development.	There is sufficient discussion and evidence of analysis of information concerning professional development.	There is ample discussion and evidence of analysis of information concerning professional development.	

## LEA CAPACITY SCORING RUBRIC

### B. Needs Assessment

<u>After reviewing the Needs Assessment Components of all of the Tier I, Tier II, and Tier III schools . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
<b>10. Organizational structure and resources</b>	There is limited discussion and evidence of analysis of information about organizational structure and resources.	There is some discussion and evidence of analysis of information about organizational structure and resources.	There is sufficient discussion and evidence of analysis of information about organizational structure and resources.	There is ample discussion and evidence of analysis of information about organizational structure and resources.	
<b>11. Comprehensive and Effective Planning</b>	There is limited discussion and evidence of analysis of information regarding comprehensive and effective planning.	There is some discussion and evidence of analysis of information regarding comprehensive and effective planning	There is sufficient discussion and evidence of analysis of information regarding comprehensive and effective planning	There is ample discussion and evidence of analysis of information regarding comprehensive and effective planning	

## LEA CAPACITY SCORING RUBRIC

### B. Needs Assessment

<u>After reviewing the Needs Assessment Components of all of the Tier I, Tier II, and Tier III schools . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
<b>12. Effective Leadership</b>	There is limited discussion and evidence of analysis of information regarding effective leadership.	There is some discussion and evidence of analysis of information regarding effective leadership.	There is sufficient discussion and evidence of analysis of information regarding effective leadership.	There is ample discussion and evidence of analysis of information regarding effective leadership.	
<p>Overall score, based on the quality of responses:</p> <p>_____</p> <p>Minimum required score: 24</p> <p>Maximum possible score: 36</p>					



## LEA CAPACITY SCORING RUBRIC

### C. Preparation for Implementation of Interventions

Interventions Selected – <u>After reviewing all of the schools in this LEA that will be using this option . . .</u>	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	Not Applicable
<b>1. Tier I and/or Tier II – Turnaround Model</b>	There is limited evidence about plans for school(s) that will be implementing the Turnaround Model.	There is some evidence about plans for school(s) that will be implementing the Turnaround Model.	There is sufficient evidence about plans for school(s) that will be implementing the Turnaround Model.	There is ample evidence about plans for school(s) that will be implementing the Turnaround Model.	No schools in this LEA will be implementing this model.
<b>2. Tier I and/or Tier II – Restart Model</b>	There is limited evidence about plans for school(s) that will be implementing the Restart Model.	There is some evidence about plans for school(s) that will be implementing the Restart Model.	There is sufficient evidence about plans for school(s) that will be implementing the Restart Model.	There is ample evidence about plans for school(s) that will be implementing the Restart Model.	No schools in this LEA will be implementing this model.

## LEA CAPACITY SCORING RUBRIC

### C. Preparation for Implementation of Interventions

Interventions Selected – <u>After reviewing all of the schools in this LEA that will be using this option . . .</u>	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Not Applicable
<b>3. Tier I and/or Tier II – School Closure Model</b>	There is limited evidence about plans for school(s) that will be implementing the School Closure Model.	There is some evidence about plans for school(s) that will be implementing the School Closure Model.	There is sufficient evidence about plans for school(s) that will be implementing the School Closure Model.	There is ample evidence about plans for school(s) that will be implementing the School Closure Model.	No schools in this LEA will be implementing this model.
<b>4. Tier I and/or Tier II – Transformation Model</b>	There is limited evidence about plans for school(s) that will be implementing the Transformation Model.	There is some evidence about plans for school(s) that will be implementing the Transformation Model.	There is sufficient evidence about plans for school(s) that will be implementing the Transformation Model.	There is ample evidence about plans for school(s) that will be implementing the Transformation Model.	No schools in this LEA will be implementing this model.
<b>5. Tier III Requirements</b>	There is limited evidence about plans for Tier III school(s).	There is some evidence about plans for Tier III school(s).	There is sufficient evidence about plans for Tier III school(s).	There is ample evidence about plans for Tier III school(s).	No schools in this LEA will be implementing Tier III schools.

## LEA CAPACITY SCORING RUBRIC

### C. Preparation for Implementation of Interventions

<b>Interventions Selected –  <u>After reviewing all of the  schools in this LEA that will  be using this option . . .</u></b>	<b>Missing or limited  evidence</b>  <b>(0)</b>	<b>Some evidence,  clarifications  needed</b>  <b>(1)</b>	<b>Sufficient Evidence  (Initially or with  clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	Not Applicable
Overall score, based on the quality of responses: _____  Minimum required score: 10  Maximum possible score: 15					

## LEA CAPACITY SCORING RUBRIC

### C. Preparation for Implementation of Interventions

Interventions Selected – <u>After reviewing all of the schools in this LEA that will be using this option . . .</u>	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Not Applicable
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Summarize the following for the “Preparation for Implementation of Interventions” component:

- What components, if any, are missing?
  
- What components, if any, are incomplete?
  
- What clarifications, if any, are needed?

## LEA CAPACITY SCORING RUBRIC

### D. LEA Planning and Monitoring

<u>After reviewing all evidence of LEA planning and plans for monitoring .</u> --	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
1. The LEA has aligned other resources with the interventions stated in the selected models for Tier I and Tier II schools.					
2. The LEA has described the actions it has taken or will take to modify its practices or policies, if necessary to enable its schools to implement the interventions fully and effectively.					
3. The LEA has begun to construct a viable plan to sustain the reforms after the funding period ends.					

## LEA CAPACITY SCORING RUBRIC

### D. LEA Planning and Monitoring

<u>After reviewing all evidence of LEA planning and plans for monitoring .</u> --	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
4. The LEA has included a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified for in the LEA's Application.					
5. The LEA has described the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds, and establishes goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.					

## LEA CAPACITY SCORING RUBRIC

### D. LEA Planning and Monitoring

<u>After reviewing all evidence of LEA planning and plans for monitoring .</u> --	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
6. For each Tier III school the LEA has committed to serve, the LEA has identified the services the school will receive or the activities the school will implement.					
7. The LEA has described the goals it has established in order to hold accountable its Tier III schools that receive school improvement funds.					
8. As appropriate, the LEA has consulted with relevant stakeholders regarding the LEAs application and implementation of school improvement models in (at a minimum) its Tier I and Tier II schools.					

## LEA CAPACITY SCORING RUBRIC

### D. LEA Planning and Monitoring

<u>After reviewing all evidence of LEA planning and plans for monitoring .</u> --	Missing or limited evidence (0)	Some evidence, clarifications needed (1)	Sufficient Evidence (Initially or with clarification) (2)	Ample Evidence (3)	Score Note: Check if revisions are required in the section.
Overall score, based on the quality of responses: _____ Minimum required score: 16 Maximum possible score: 24					

## LEA CAPACITY SCORING RUBRIC

### D. LEA Planning and Monitoring

<u>After reviewing all evidence of LEA planning and plans for monitoring .</u> --	<b>Missing or limited evidence</b>  <b>(0)</b>	<b>Some evidence, clarifications needed</b>  <b>(1)</b>	<b>Sufficient Evidence (Initially or with clarification)</b>  <b>(2)</b>	<b>Ample Evidence</b>  <b>(3)</b>	<b>Score</b> Note: Check if revisions are required in the section.
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Summarize the following for the “LEA Planning and Monitoring” component:

- What components, if any, are missing?
  
- What components, if any, are incomplete?
  
- What clarifications, if any, are needed?

## LEA CAPACITY SCORING RUBRIC

### E. LEA Fiscal Responsibilities

After reviewing all evidence of LEA fiscal responsibility...	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
1. The LEA has provided a combined budget that indicates the amount of school improvement funds the LEA will use for each year to:					
2. Implement the selected model in each Tier I and Tier II school it commits to support.					
3. Conduct LEA level activities designed to support implementation of the selected school intervention models in the LEAs Tier I and Tier II schools.					

## LEA CAPACITY SCORING RUBRIC

### E. LEA Fiscal Responsibilities

After reviewing all evidence of LEA fiscal responsibility...	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
4. Support school improvement activities at the school or LEA level for each Tier III school identified in the application.					
5. The LEAs budget does not exceed the number of Tier I, Tier II, or Tier III schools multiplied by \$2,000,000.					
6, The LEA has included a signed MSDE C-1-25 Budget form.					
7. The LEA has provided detailed individual school budgets that indicate the amount of school improvement funds the LEA will use for each					

## LEA CAPACITY SCORING RUBRIC

### E. LEA Fiscal Responsibilities

After reviewing all evidence of LEA fiscal responsibility...	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
<p>year to</p> <p>Implement the selected model or activities described in each school's plan, and the individual school budget does not exceed \$2,000,000 per year for Tier I and Tier II schools and \$2,000,000 for Tier III schools.</p>					
<p>8. The LEA has provided for each school how other fiscal resources such as Title I, Part A; Title I, ARRA; 1003 (a); Title II, Title III, and other grants are used to support the SIG intervention models selected.</p>					
<p>Overall score, based on the quality of responses:</p>					

## LEA CAPACITY SCORING RUBRIC

### E. LEA Fiscal Responsibilities

After reviewing all evidence of LEA fiscal responsibility...	Missing or limited evidence  (0)	Some evidence, clarifications needed  (1)	Sufficient Evidence (Initially or with clarification)  (2)	Ample Evidence  (3)	Score Note: Check if revisions are required in the section.
<p style="text-align: center;">_____</p> <p>Minimum required score: 14</p> <p>Maximum possible score: 21</p>					

**Summarize the following for the “Fiscal Responsibilities” component:**

- **What components, if any, are missing?**
  
- **What components, if any, are incomplete?**
  
- **What clarifications, if any, are needed?**

## LEA CAPACITY SCORING RUBRIC

### F. LEA Assurances, Waivers, Reservations

The LEA has assured that it will :	NO = 0	YES = 3	Score
1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;			
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establishes goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.			

## LEA CAPACITY SCORING RUBRIC

### F. LEA Assurances, Waivers, Reservations

The LEA has assured that it will :	NO = 0	YES = 3	Score
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and			
4. Report to the SEA the school-level data required under section III of the final requirements.			
5. The LEA has submitted a waiver request for each waiver it wishes to implement.	No waivers were submitted.	YES, waivers were submitted.	
6. GEPA requirements are submitted			
7. <u>LEA signed Tier I, II, and III GRANT SPECIFIC and GENERAL ASSURANCES</u> are Submitted			

## LEA CAPACITY SCORING RUBRIC

### F. LEA Assurances, Waivers, Reservations

The LEA has assured that it will :	NO = 0	YES = 3	Score
Overall score, based on the quality of responses: _____  Minimum required score: 21  Maximum possible score: 21			
<b>Summarize the following for the “Assurances, Waivers, and Reservations” component:</b>			
<ul style="list-style-type: none"> <li>• What components, if any, are missing?</li> <li>• What components, if any, are incomplete?</li> <li>• What clarifications, if any, are needed?</li> </ul>			

## Appendix E: LEA Capacity Scoring Rubric Summary Sheet

Components	Score Range	Score
<p><b>A. School Identification</b> (3 components)</p>	<p><b>0-9</b> Minimum required: 6 Maximum possible: 9</p>	
<p><b>B. Needs Assessment</b> (12 components)</p>	<p><b>0-36</b> Minimum required: 24 Maximum possible: 36</p>	
<p><b>C. Preparation for Implementation of Interventions</b> (5 components)</p>	<p><b>0-15</b> Minimum required: 10 Maximum possible: 15</p>	
<p><b>D. LEA Planning and Monitoring</b> (8 components)</p>	<p><b>0-24</b> Minimum required: 16</p>	

	Maximum possible: 24	
<b>E. LEA Fiscal Responsibilities</b> (7 components)	<b>0-21</b> Minimum required: 14 Maximum possible: 21	
<b>F. LEA Assurances, Waivers, Reservations</b> (7 components are yes or no)	<b>0-21</b> Minimum required: 21 Maximum possible: 21	
Total Score	<b>0-126</b> Minimum required: 91 Maximum possible: 126	

**PRE-IMPLEMENTATION ACTIVITIES**

<p><b>Pre-Implementation Activities</b> INSERT SCHOOL NAME(S) BELOW AND CHECK APPROPRIATE COLUMN</p>	<p>Pre-implementation Activities Meet Are Allowable, Reasonable, and Necessary</p>	<p>Pre-implementation Activities Are Not Allowable, Reasonable, and Necessary</p>



### ***Accountability Requirements for Schools that have missed the Annual Measurable Objectives (AMO) for the first time in 2009***

**Early Intervention.** Differentiated accountability will allow Maryland to begin diagnostic interventions earlier and to target these activities to the needs of the schools. Schools that do not achieve Adequate Yearly Progress (AYP) for the first time in any particular year are flagged for Local Education Agency (LEA) evaluation under differentiated accountability. These schools are listed as local attention schools for internal communications only; they will not be identified on the official Maryland State Department of Education (MSDE) school improvement list. The LEA should evaluate the causes for not achieving AYP and step up appropriate services for these schools.

**School Inventory.** MSDE will provide a *School Inventory* to facilitate the local evaluation of the school's current status. MSDE will provide training in the administration of the instrument and in the interpretation of the results. MSDE will also provide a list of the schools requiring local attention for planning purposes.

**Requirements.** All schools that fail to make the AMOs for one year in the "All Students" category or in three or more subgroups (Comprehensive Needs Pathway) are required to administer the *School Inventory*. The Superintendent or designee must send notification to MSDE once the inventory has been administered. LEAs are requested to send this notification to the attention of Maria E. Lamb, via email at [mlamb@msde.state.md.us](mailto:mlamb@msde.state.md.us). The LEA must maintain evidence supporting the administration of the School Inventory. Schools that make the AMOs in the "All Students" category but fail to make the AMOs in only one or two subgroups (Focused Needs Pathway) may at their discretion administer the *School Inventory*.

Years Not Achieving AYP	NCLB Designation	Differentiated Accountability STAGES	Intervention
0	Schools not in School Improvement	Achieving Schools <ul style="list-style-type: none"> <li>• Meeting AYP</li> <li>• Exited Schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ No Interventions</li> </ul>
1	Schools not in School Improvement	Achieving Schools not making AYP for one year	<ul style="list-style-type: none"> <li>▪ Schools requiring local attention in the Comprehensive Needs Pathway <u>must</u> administer the <i>School Inventory</i></li> <li>▪ Schools requiring local attention in the Focused Needs Pathway <u>may</u> choose to administer the <i>School Inventory</i></li> </ul>

If you have any questions about this document, contact:

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 Division of Student, Family, and School Support  
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**Summary- Revised 7/8/09**

**Differentiated Pathways under Maryland’s New Differentiated Accountability Pilot**

After failing to achieve AYP for two consecutive years, school results will be analyzed. Schools that missed AMOs in the same reported area (reading, mathematics or the other academic indicator) for two consecutive years will be placed on two different pathways, pending the scope of school needs demonstrated in those results. The two pathways are:

<p align="center"><b><u>Comprehensive Needs Pathway</u></b></p> <p><i>This pathway is similar to the traditional NCLB designations previously used in Maryland. However it is limited to schools with a wider pattern of student subgroup failures. Typically, these schools will have failed to meet the AMO in the “All Students” subgroup or will have failed to achieve the AMO for 3 or more subgroups.</i></p>	<p align="center"><b><u>Focused Needs Pathway</u></b></p> <p><i>This new pathway includes schools that have not achieved the AMO for (a) 1 or 2 subgroups or (b) 100% Special Education subgroup school. The Focused Pathway will permit the school system to attend to the specific needs of each school in that pathway.</i></p>
<p align="center"><b><u>DEVELOPING Comprehensive Needs Schools</u></b></p> <ul style="list-style-type: none"> <li>• LEA will provide oversight to address the <i>specific</i> needs of students in the focused areas not meeting the AMO;</li> <li>• LEA interventions include development of a comprehensive plan within 90 days of AYP designation. Plan must include strategies to address all areas of curriculum, instruction, assessment, professional development, leadership, organizational structure, <b>and/or</b> school culture/climate which contributed to the identified subgroups missing the AMO.</li> <li>• Plan must be signed by the principal, superintendent, and the president of the local board of education.</li> <li>• School must administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive plan.</li> <li>• The LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals.</li> <li>• School will participate in services offered through MSDE’s Statewide System of Support.</li> <li>• Title I schools must provide school choice and supplemental education services (SES).</li> <li>• Schools beginning their third consecutive year in this pathway without making AYP will have to implement one or more state approved corrective actions and incorporate them into their school improvement plans.</li> </ul>	<p align="center"><b><u>DEVELOPING Focused Needs Schools</u></b></p> <ul style="list-style-type: none"> <li>• LEA Administration will provide oversight to address the <i>specific</i> needs of students in the focused areas not meeting the AMO;</li> <li>• LEA Interventions include development of a focused plan within 90 days of AYP designation. Plan must include strategies to address specific areas of curriculum, instruction, assessment, professional development, leadership, organizational structure, <b>and/or</b> school culture/climate which contributed to the identified subgroups missing the AMO.</li> <li>• Plan must be signed by the principal, superintendent, and the president of the local board of education.</li> <li>• The LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement goals.</li> <li>• Title I schools must provide school choice and supplemental education services (SES).</li> <li>• Schools beginning their third consecutive year in this pathway will accelerate the work on the issues related to the subgroups and subjects failed. These schools may implement one or more state approved corrective actions and incorporate them into their school improvement plans.</li> <li>• Intervention options for schools serving 100% special education populations may be implemented.</li> </ul>
<p align="center"><b><u>PRIORITY Comprehensive Needs Schools</u></b></p> <ul style="list-style-type: none"> <li>• MSDE and LEA Administrations will provide school oversight; MSDE will monitor the school restructuring plan implementation.</li> <li>• The LEA and school must choose an approved Alternative Governance model.</li> <li>• LEA and school must develop a restructuring plan that <b>focuses on restructuring the entire school</b>, including: comprehensive Planning, curriculum; instruction; assessment; professional development; leadership; organizational structure; and school culture/climate.</li> <li>• LEA superintendent must present a detailed restructuring plan to MSDE for State Board approval, and once approved, the school must implement the plan.</li> <li>• Title I schools must provide school choice and/or supplemental education services (SES) .</li> <li>• Schools in their tenth year will undergo an MSDE audit to determine the specific causes of their inability to achieve standards. The audit will be used to determine the next steps for the MSDE and the LEA.</li> </ul>	<p align="center"><b><u>PRIORITY Focused Needs Schools</u></b></p> <ul style="list-style-type: none"> <li>• MSDE and LEA Administrations will provide school oversight; MSDE will monitor the school restructuring plan implementation.</li> <li>• The LEA and school must choose an approved Alternative Governance model.</li> <li>• LEA and school must develop a restructuring plan <b>focused on subgroups</b> and <b>content areas</b> where the school did not meet the AMOs and areas that may be beginning to show declines.</li> <li>• The LEA superintendent must present to the State Board of Education the detailed plan for restructuring the school, once approved, the school must implement the plan.</li> <li>• Title I schools must provide school choice and supplemental education services (SES).</li> <li>• Priority Focus Needs Schools that are unable to exit their Priority status after year 7 will be transitioned to Priority Comprehensive Needs status and must fulfill the requirements associated with that category.</li> <li>• Intervention options for schools serving 100% special education populations must be implemented.</li> </ul>

# Comprehensive Needs Pathway

## Developing Comprehensive Needs Checklist

1. Schools beginning their first year in the comprehensive needs pathway.

*(These schools have not made AYP for two consecutive years.)*

### Notification Requirements for Parents

Provide parents:

- prompt** notice of the school's designation;
- an explanation of what the identification means;
- an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- the reason the school was identified;
- an explanation of what the identified school is doing to address the problem of low achievement;
- an explanation of how the LEA or SEA will help the school address the achievement problem; and
- an explanation of how they can become involved in addressing the academic issues that led to the identification.

### Required Interventions

School Improvement Plan

*LEA will provide technical assistance as the school develops a comprehensive plan within 90 days of AYP designation which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and school culture/climate.*

### School Requirements:

- Provide both parents and school staff the opportunity to participate in the development of the **comprehensive** school improvement plan.
- Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- Design the plan to address:
  - strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - professional development that meets *Maryland Teacher Professional Development Standards*,
  - technical assistance,
  - parent involvement,
  - measurable annual objectives for progress by each group of students,
  - activities that extend beyond the regular school day/year,

	<ul style="list-style-type: none"> <li>○ incorporation of a teacher mentoring program, and</li> <li>○ school improvement plan implementation responsibilities</li> <li>❑ Administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive school improvement plan;</li> <li>❑ Plan must be signed by the principal;</li> <li>❑ Participation in MSDE’s Statewide System of Support</li> </ul> <p><b><u>LEA Requirements:</u></b></p> <ul style="list-style-type: none"> <li>❑ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO.</li> <li>❑ Conduct a peer review of the proposed plan <b>within 45 days of submission</b> for LEA revisions and approval to be implemented upon approval <b>no later than the beginning of the next school year.</b></li> <li>❑ Each school improvement plan must be signed by the superintendent and the president of the local board of education.</li> <li>❑ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals.</li> </ul> <p><b>Note:</b> Title I Schools implementing a schoolwide plan must include the 10 schoolwide components for schoolwide plans and the 10 Requirements for school improvement in their two-year plans. Title I Schools implementing targeted assistance programs must include the 7 targeted assistance components and the 10 Requirements for school improvement in their two-year plans.</p> <p><b><u>LEA Technical Assistance—</u></b></p> <ul style="list-style-type: none"> <li>❑ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan’s implementation.</li> <li>❑ Technical assistance for a school identified for improvement must focus on strengthening and improving the school’s instructional program.</li> <li>❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis.</li> </ul> <p><b><u>School Choice Option — Title I Schools Only</u></b></p> <ul style="list-style-type: none"> <li>❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school.</li> <li>❑ Provide transportation cost for the duration the school is in improvement.</li> <li>❑ <i>Allow adequate time for parents to make the decision prior to the opening of the new school year.</i></li> </ul>
<p><b>2. Schools beginning their <u>second consecutive year</u> in the comprehensive needs pathway without making AYP.</b></p>	<p style="text-align: center;"><b><i>All Requirements in #1, and</i></b></p> <p><b><u>Supplemental Educational Services— Title I Schools Only</u></b></p> <ul style="list-style-type: none"> <li>❑ Notify parents of the availability of supplemental educational services for <b>eligible</b> students (those from all low-income families).</li> <li>❑ Prioritize low-achieving, low-income students based on LEA determination</li> </ul>

	<p>of criteria if funds are insufficient to serve all eligible students.</p> <ul style="list-style-type: none"> <li>❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications.</li> <li>❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.</li> </ul>
<p><b>3. Schools beginning their <u>third consecutive</u> year in the comprehensive needs pathway without making AYP.</b></p>	<p style="text-align: center;"><b><i>All Requirements in #1 and #2, and</i></b></p> <p><b><i>School must implement at least ONE of the following NCLB corrective actions and incorporate it/them into the school plan:</i></b></p> <ol style="list-style-type: none"> <li>1. Provide, for all relevant staff, appropriate, scientifically research-based professional development, aligned with the Maryland Teacher Professional Development Standards, that is likely to improve academic achievement of low-performing students;</li> <li>2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation;</li> <li>3. Extend the length of the school year or school day;</li> <li>4. Replace the school staff who are deemed relevant to the school not making adequate progress;</li> <li>5. Significantly decrease management authority at the school;</li> <li>6. Restructure the internal organization of the school; or</li> <li>7. Appoint one or more outside experts to advise the school on       <ol style="list-style-type: none"> <li>a. how to revise and strengthen the improvement plan it created while in school improvement status; and</li> <li>b. how to address the specific issues underlying the school's continued inability to make AYP.</li> </ol> </li> <li>8. Provide parents and teachers the opportunity to comment on the action(s) chosen.</li> </ol>

## Priority Comprehensive Needs Checklist

4. Schools beginning their fourth consecutive year in the comprehensive needs pathway without making AYP.

### ***Planning for Alternative Governance***

Under the *No Child Left Behind* Act of 2001 (NCLB), the Maryland State Department of Education (MSDE) is charged with the responsibility of reviewing and facilitating State Board approval of the alternative governances selected by schools in year four of improvement, "restructuring planning," and also for schools in "restructuring implementation" wishing to change their State Board approved alternative governances. NCLB requires these schools to select an alternative governance structure after having completed a comprehensive analysis of the total school's teaching and learning environment. NCLB further requires schools in improvement to develop two-year school improvement plans to address student and teacher needs (Federal Register Section 200.41 (b)).

The LEA is responsible for ensuring that schools in improvement receive assistance as they adopt an alternative governance structure, develop or revise their school improvement plans, and provide technical assistance throughout the implementation of the plans. Specifically, the LEA must ensure that the school in need of improvement receives technical assistance grounded in scientifically based research in three areas: 1) data analysis, 2) identification and implementation of strategies, and 3) budget analysis.

MSDE will provide technical assistance and training to the school and/or LEA on the use of the Guidelines for Alternative Governance as each school prepares its Alternative Governance proposal for State Board of Education approval.

Schools and LEAs may choose from the following alternative governance options:

1. Replace all or most of the staff, including the principal. Note: a school may not remove just the principal to meet this requirement.
2. Contract with a private management company.
3. Re-open the school as a public charter school.

**Note: The LEA is required to present alternative governance plans to the State Board of Education within a time period that will allow for implementation of the plan should the school fail to make AYP in this pathway for the fifth consecutive year.**

### **Notification Requirements for Parents**

Provide parents:

- prompt** notice of the school's designation;
- an explanation of what the identification means;
- an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- the reason the school was identified;

- ❑ an explanation of what the identified school is doing to address the problem of low achievement;
- ❑ an explanation of how the LEA or SEA will help the school address the achievement problem; and
- ❑ an explanation of how they can become involved in addressing the academic issues that led to the identification.

***Required Interventions***

**School Improvement Plan**

***LEA will provide technical assistance as the school develops a comprehensive plan to restructure the entire school, which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and school culture/climate. The school and LEA must choose an alternative governance structure from the MSDE approved list and incorporate it into the plan.***

**School Requirements:**

- ❑ Provide both parents and school staff the opportunity to participate in the development of the **comprehensive** school improvement plan.
- ❑ Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- ❑ Design the plan to address:
  - strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - professional development that meets *Maryland Teacher Professional Development Standards*,
  - technical assistance,
  - parent involvement,
  - measurable annual objectives for progress by each group of students,
  - activities that extend beyond the regular school day/year,
  - incorporation of a teacher mentoring program, and
  - school improvement plan implementation responsibilities
- ❑ Administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive school improvement plan;
- ❑ Plan must be signed by the principal;
- ❑ Participation in MSDE’s Statewide System of Support
- ❑ Principal must be present during the superintendent’s presentation to the State Board of Education.

**LEA Requirements:**

- ❑ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO.
- ❑ Conduct a peer review of the proposed plan **within 45 days of submission** for LEA revisions and approval to be implemented upon approval **no later than the beginning of the next school year**.
- ❑ Each school improvement plan must be signed by the superintendent and the president of the local board of education.
- ❑ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals.
- ❑ Superintendent must present the detailed restructuring plan to the State Board of Education for approval.

	<p><b><u>MSDE Requirements:</u></b></p> <ul style="list-style-type: none"> <li>❑ Provide technical assistance to the LEA and schools in the development of their school improvement plans and the selection of their alternative governance structure.</li> <li>❑ Monitor school restructuring plan implementation.</li> <li>❑ <b>Review alternative governance plans and make recommendations to the State Superintendent of Schools, Dr. Nancy S. Grasmick to present to the State Board of Education for Approval.</b></li> </ul> <p><b>LEA Technical Assistance—</b></p> <ul style="list-style-type: none"> <li>❑ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan’s implementation.</li> <li>❑ Technical assistance for a school identified for improvement must focus on strengthening and improving the school’s instructional program.</li> <li>❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis.</li> </ul> <p><b>School Choice Option — Title I Schools Only</b></p> <ul style="list-style-type: none"> <li>❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school.</li> <li>❑ Provide transportation cost for the duration the school is in improvement.</li> <li>❑ <b>Allow adequate time for parents to make the decision prior to the opening of the new school year.</b></li> </ul> <p><b>Supplemental Educational Services—Title I Schools Only</b></p> <ul style="list-style-type: none"> <li>❑ Notify parents of the availability of supplemental educational services for <b>eligible</b> students (those from all low-income families).</li> <li>❑ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students.</li> <li>❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications.</li> <li>❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.</li> </ul>
<p>5. Schools beginning their <u>fifth consecutive year</u> in the comprehensive needs pathway without making AYP.</p>	<p><b>All Requirements in #4, and</b></p> <ul style="list-style-type: none"> <li>❑ Implement the State Board of Education approved alternative governance.</li> <li>❑ <b>Schools in their tenth year will undergo an MSDE audit to determine the specific causes of their inability to achieve standards. The audit will be used to determine the next steps for the MSDE and the LEA.</b></li> </ul>

## Focused Needs Pathway

### Developing Focused Needs Checklist

1. Schools beginning their first year in the Focused Needs Pathway. (These schools have not made AYP for two consecutive school years.)

#### Notification Requirements for Parents

Provide parents:

- prompt** notice of the school's designation;
- an explanation of what the identification means;
- an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- the reason the school was identified;
- an explanation of what the identified school is doing to address the problem of low achievement;
- an explanation of how the LEA or SEA will help the school address the achievement problem; and
- an explanation of how they can become involved in addressing the academic issues that led to the identification.***

#### ***Required Interventions***

##### School Improvement Plan

***LEA will provide technical assistance as the school develops a school work plan within 90***

***days of AYP designation which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and/or school culture/climate which contributed to identified subgroups missing the AMO.***

##### **School Requirements:**

- Provide both parents and school staff the opportunity to participate in the development of the **comprehensive** school improvement plan.
- Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- Design the plan to address:
  - strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - professional development that meets *Maryland Teacher Professional Development Standards*,
  - technical assistance,
  - parent involvement,
  - measurable annual objectives for progress by each group of students,
  - activities that extend beyond the regular school day/year,
  - incorporation of a teacher mentoring program, and

	<ul style="list-style-type: none"> <li>○ school improvement plan implementation responsibilities</li> <li>□ Plan must be signed by the principal;</li> </ul> <p><b><u>LEA Requirements:</u></b></p> <ul style="list-style-type: none"> <li>□ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO.</li> <li>□ Conduct a peer review of the proposed plan <b>within 45 days of submission</b> for LEA revisions and approval to be implemented upon approval <b>no later than the beginning of the next school year.</b></li> <li>□ Each school improvement plan must be signed by the superintendent and the president of the local board of education.</li> <li>□ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan goals.</li> </ul> <p><b>Note: Title I Schools implementing a schoolwide plan must include the 10 schoolwide components for schoolwide plans and the 10 Requirements for school improvement in their two-year plans. Title I Schools implementing targeted assistance programs must include the 7 targeted assistance components and the 10 Requirements for school improvement in their two-year plans.</b></p> <p><b><i>LEA Technical Assistance—</i></b></p> <ul style="list-style-type: none"> <li>□ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation.</li> <li>□ Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program.</li> <li>□ <b><i>Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis.</i></b></li> </ul> <p><b><i>School Choice Option — Title I Schools Only</i></b></p> <ul style="list-style-type: none"> <li>□ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school.</li> <li>□ Provide transportation cost for the duration the school is in improvement.</li> <li>□ <b><i>Allow adequate time for parents to make the decision prior to the opening of the new school year.</i></b></li> </ul>
<p>2. Schools beginning their <b><u>second consecutive year</u></b> in the Focused Needs Pathway without making AYP.</p>	<p><b><i>All Requirements in #1, and Supplemental Educational Services— Title I Schools Only</i></b></p> <ul style="list-style-type: none"> <li>□ Notify parents of the availability of supplemental educational services for <b>eligible</b> students (those from all low-income families).</li> <li>□ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students.</li> <li>□ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications.</li> <li>□ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.</li> </ul>
<p>3. Schools beginning their <b><u>third consecutive year</u></b> in the Focused Needs Pathway without making AYP.</p>	<p><b><i>All Requirements in #1, #2, and Schools beginning their third consecutive year in this pathway will accelerate the work on the issues related to the subgroups and subjects failed. These schools may implement one or more state approved corrective actions and incorporate them into their school improvement plans. Intervention options for schools serving 100% special education populations may be implemented.</i></b></p>

## Priority Focused Needs Checklist

**4. Schools beginning their fourth consecutive year in the Focused Needs Pathway without making AYP.**

### ***Planning for Alternative Governance***

Under the *No Child Left Behind* Act of 2001 (NCLB), the Maryland State Department of Education (MSDE) is charged with the responsibility of reviewing and facilitating State Board approval of the alternative governances selected by schools in year four of improvement, “restructuring planning,” and also for schools in “restructuring implementation” wishing to change their State Board approved alternative governances. NCLB requires these schools to select an alternative governance structure after having completed a comprehensive analysis of the total school’s teaching and learning environment. NCLB further requires schools in improvement to develop two-year school improvement plans to address student and teacher needs (Federal Register Section 200.41 (b)).

The LEA is responsible for ensuring that schools in improvement receive assistance as they adopt an alternative governance structure, develop or revise their school improvement plans, and provide technical assistance throughout the implementation of the plans. Specifically, the LEA must ensure that the school in need of improvement receives technical assistance grounded in scientifically based research in three areas: 1) data analysis, 2) identification and implementation of strategies, and 3) budget analysis.

MSDE will provide technical assistance and training to the school and/or LEA on the use of the Guidelines for Alternative Governance as each school prepares its Alternative Governance proposal for State Board of Education approval.

Schools and LEAs may choose from the following alternative governance options:

4. Replace all or most of the staff, including the principal. Note: a school may not remove just the principal to meet this requirement.
5. Contract with a private management company.
6. Re-open the school as a public charter school.

**Note: The LEA is required to present alternative governance plans to the State Board of Education within a time period that will allow for implementation of the plan should the school fail to make AYP in this pathway for the fifth consecutive year.**

### **Notification Requirements for Parents**

Provide parents:

- prompt** notice of the school’s designation;
- an explanation of what the identification means;

- ❑ an explanation of how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- ❑ the reason the school was identified;
- ❑ an explanation of what the identified school is doing to address the problem of low achievement;
- ❑ an explanation of how the LEA or SEA will help the school address the achievement problem; and
- ❑ an explanation of how they can become involved in addressing the academic issues that led to the identification.

***Required Interventions***

School Improvement Plan

***LEA will provide technical assistance as the school develops a focused plan which must include strategies to address the curriculum, instruction, assessment alignment, professional development, leadership, organizational structure, and school culture/climate. The school and LEA must choose an alternative governance structure from the MSDE approved list and incorporate it into the plan.***

**School Requirements:**

- ❑ Provide both parents and school staff the opportunity to participate in the development a school improvement plan **focused** on the subgroups and content areas that contributed to the school not making AYP.
- ❑ Develop/revise a two-year plan addressing the academic issues that caused the identification **no later than 3 months** after the school has been identified.
- ❑ Design the plan to address:
  - strategies to teach core academic subjects grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics,
  - professional development that meets *Maryland Teacher Professional Development Standards*,
  - technical assistance,
  - parent involvement,
  - measurable annual objectives for progress by each group of students,
  - activities that extend beyond the regular school day/year,
  - incorporation of a teacher mentoring program, and
  - school improvement plan implementation responsibilities
- ❑ Administer a nationally recognized climate survey and incorporate 3-5 priorities into the comprehensive school improvement plan;
- ❑ Plan must be signed by the principal;
- ❑ Participation in MSDE's Statewide System of Support
- ❑ Principal must be present during the superintendent's presentation to the State Board of Education.
- ❑ Intervention options for schools serving 100% special education populations must be implemented.

**LEA Requirements:**

- ❑ Provide oversight to address the specific needs of students in the focused areas not meeting the AMO.
- ❑ Conduct a peer review of the proposed plan **within 45 days of submission** for LEA revisions and approval to be implemented upon approval **no later than the beginning of the next school year**.
- ❑ Each school improvement plan must be signed by the superintendent and the president of the local board of education.
- ❑ LEA must assure the evaluation of objectives for state and federal school improvement funds/grants are aligned with the school improvement plan

	<p>goals.</p> <ul style="list-style-type: none"> <li>❑ Superintendent must present the detailed restructuring plan to the State Board of Education for approval.</li> </ul> <p><b><i>MSDE Requirements:</i></b></p> <ul style="list-style-type: none"> <li>❑ Provide technical assistance to the LEA and schools in the development of their school improvement plans and the selection of their alternative governance structure.</li> <li>❑ Monitor school restructuring plan implementation.</li> <li>❑ <b><i>Review alternative governance plans and make recommendations to the State Superintendent of Schools, Dr. Nancy S. Grasmick to present to the State Board of Education for Approval.</i></b></li> </ul> <p><b><i>LEA Technical Assistance—</i></b></p> <ul style="list-style-type: none"> <li>❑ Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan’s implementation.</li> <li>❑ Technical assistance for a school identified for improvement must focus on strengthening and improving the school’s instructional program.</li> <li>❑ Ensure that the school in need of improvement receives technical assistance based on scientifically based research in data analysis, identification and implementation of strategies, and budget analysis.</li> </ul> <p><b><i>School Choice Option — Title I Schools Only</i></b></p> <ul style="list-style-type: none"> <li>❑ Using final AYP determinations, notify all parents at least 14 days in advance of the first day of school of their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school.</li> <li>❑ Provide transportation cost for the duration the school is in improvement.</li> <li>❑ <b><i>Allow adequate time for parents to make the decision prior to the opening of the new school year.</i></b></li> </ul> <p><b><i>Supplemental Educational Services—Title I Schools Only</i></b></p> <ul style="list-style-type: none"> <li>❑ Notify parents of the availability of supplemental educational services for <b>eligible</b> students (those from all low-income families).</li> <li>❑ Prioritize low-achieving, low-income students based on LEA determination of criteria if funds are insufficient to serve all eligible students.</li> <li>❑ Provide for parents the names of state approved providers of services available within the LEA or reasonable distance and a brief description of provider services and qualifications.</li> <li>❑ Enter into a contractual agreement with each provider selected by parents of eligible students, and serve as facilitator between provider and parent.</li> </ul>
<p>5. Schools beginning their <b><u>fifth consecutive</u></b> year and beyond in the Focused Needs Pathway without making AYP.</p>	<p><b><i>All Requirements in #4, and</i></b></p> <ul style="list-style-type: none"> <li>❑ Implement the State Board of Education approved alternative governance.</li> <li>❑ Intervention options for schools serving 100% special education populations must be implemented.</li> <li>❑ <b><i>Priority Focused Needs schools that are unable to exit priority status in this pathway will be transitioned to Priority Comprehensive Needs status and must pursue requirements associated with that category.</i></b></li> </ul>

## Appendix G

### ***The Breakthrough Center***

#### ***Maryland State Department of Education's System of Support***

##### ***What Is The Breakthrough Center?***

In the spring of 2008, the Maryland State Department of Education (MSDE) applied for, and received permission from the U.S. Department of Education to pilot a differentiated accountability system in 2008-2009. This differentiated accountability system allows Maryland to be strategic in targeting low-performing Title I schools for assistance.

To that end, MSDE created the Breakthrough Center, Maryland's Statewide System of Support, as the way to differentiate the level of support to low-performing Title I schools by providing more uniquely tailored strategies for improvement and by building sustainability in local school districts.

The Breakthrough Center is an internal MSDE operation dedicated to coordinating, brokering, and delivering support to districts and Title I schools across Maryland. It aims to maximize the State's comparative advantage by partnering with local school districts to determine needs and necessary supports; identify, target, and maximize resources in education, business, government, and research centers; and to create cross-district and cross-sector access to people, programs, and resources.

The Breakthrough Center is MSDE's sea-change. It is both a process and a product through which MSDE will shift from *strictly a compliance monitor* to a *performance breakthrough partner*.

##### ***What functions will The Breakthrough Center perform?***

1. *Interface*. The Breakthrough Center will serve as an interface between the services available through the Department, those delivered by external partners, and the districts that receive them by:
  - coordinating the need, placement, and timing of service delivery,
  - eliminating overlap between services delivered by various Divisions,
  - clarifying and formalizing the criteria for district participation and level of involvement,
  - establishing uniform standards of quality to measure impact of these services
  - integrating public and private services to create a cohesive and methodical approach
  
2. *Solutions Network*. The Breakthrough Center will partner with districts and schools to administer, consolidate, and analyze sophisticated diagnostic tools to assess operational and performance needs. The Breakthrough Center will build a network of specialized service providers and partners—internal and external to the Department—that can develop customized solutions and deploy them strategically.
  
3. *21<sup>st</sup> Century Approach*. The Breakthrough Center gives high priority to ensure high-capacity teaching and learning in a 21<sup>st</sup> century environment for students. Creating a 21<sup>st</sup> century education system is essential to breakthrough reform. Technology will support the implementation of improvement strategies—whether through a materials and services repository, professional networking utilities, or web-based professional development.
  
4. *Incentives*. The Breakthrough Center will offer incentives for participation as either a recipient or a contributor of services to The Breakthrough Center. Participation requirements will vary depending on a

district's or school's Needs Pathway; however, as The Breakthrough Center grows, the menu of incentives offered to Center recipients or contributors will expand.

5.

In summary, The Breakthrough Center aims to provide simple and straightforward access to high quality and transformative breakthrough solutions.

### ***What makes The Breakthrough Center a Better Way of Delivering Support?***

The Breakthrough Center is a better way of delivering intervention services for a number of reasons:

- It ensures that the RIGHT services are delivered to the RIGHT districts or schools at the RIGHT time.
- It uses results from multiple needs assessments at the state and local levels as the basis for a comprehensive and unified plan and approach for assembling solutions to address the identified needs. It directly links and integrates the process used to determine a district's or school's Needs Pathway with the services and supports that are available to remedy it.
- It involves districts as real partners in the diagnosis of need—organizational, performance, and capacity—and then draws from an array of services from MSDE and external providers for customization consistent with need.
- It will assess and coordinate the offering of incentives to encourage participation and expedite breakthroughs in operation and performance.
- It will provide unique, specialized, and organized offerings to districts and schools that are differentiated according to scope and severity of need.

### ***How is The Breakthrough Center Governed?***

The Breakthrough Center is a Maryland State Department of Education operation. It works in close partnership with local school districts, private business, government agencies, and philanthropies.

An Advisory Board, under development, with representatives from education, business, government and non-profit organizations, will advise on policy revisions or adoptions that will advance the work of The Breakthrough Center. The Advisory Board will make recommendations to the Governor, the General Assembly, the State Superintendent, and the State Board of Education.

An Executive Director of The Breakthrough Center has authority over management and administrative decision-making and works closely with the State Superintendent and MSDE Executive Team staff to review services but has authority, with State Superintendent approval, to expand or alter service offerings depending on need and effectiveness.

A Leadership Team comprised of decision-making MSDE personnel meet monthly to assess the implementation of The Breakthrough Center, identify the cross-Divisional resources available to support it, and to strategize on the advancement of its work in districts and throughout the State.

A Cross-Functional Team, made up of directors, coordinators, and specialists across MSDE develop high impact and coordinated services for partner districts and schools and create operational efficiencies through strategic coordination of support services across the Department.

District Improvement Teams/Central Office Support Team are assembled specific to the districts being supported. MSDE and district staff comprise the membership of the team and convene on a regular basis to assess on-going implementation, impact, and to identify adjustments and improvements.

### ***What is the Current Status of The Breakthrough Center***

In collaboration with school districts, The Breakthrough Center develops partnership agreements to support low-performing Title I schools through:

- strategic planning for school system districts related to their district improvement plans
- targeted professional development for teachers
- leadership development for school administrators
- the development of PreK-12 professional learning communities focused on aligning and sustaining improvement strategies
- the alignment of curriculum, instruction, and assessment in schools and at the district level
- the coordination of the Maryland Co-Teaching Network designed to establish effective co-teaching practices in schools throughout the state
- the identification and allocation of available resources to support school and district improvement

Beginning with the 2010-2011, The Breakthrough Center will intensify its efforts to support lowest-performing Title I schools in the state to accelerate student achievement and sustain high levels of performance over time.

## Appendix H



### **MSDE Announcement: Public Notice and Comment: Waiver for 2010 School Improvement Grant 1003(g)**

BALTIMORE, MD (November 16, 2010)

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.

The Maryland State Department of Education (MSDE) is providing public notice to solicit comments from local education agencies and the public regarding specific waiver requests for School Improvement Grants authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Comments received will be forwarded to the United States Department of Education. MSDE will accept comments between November 16, 2010 and November 30, 2010 via electronic submission or U. S. mail.

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

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise

substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

### **Waiver 1: School Improvement Timeline Waiver**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model to "start over" in the school improvement timeline. The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

### **Waiver 2: Schoolwide Program Waiver**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models. The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

### **Waiver 3: Tier II Waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

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

#### **Waiver 4: n-size Waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed is less than 30 for schools with only one grade tested and 60 students for schools with two or more grades tested.

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

#### **COMMENT SUBMISSION:**

**Comments will be received between November 16, 2010 and November 30, 2010.**

Comments received will be forwarded to the United States Department of Education.

Please submit your comments in writing to Maria E. Lamb, Director, Program Improvement and Family support, 200 West Baltimore Street, Baltimore, Maryland 21201 or electronically to [mlamb@msde.state.md.us](mailto:mlamb@msde.state.md.us).

For more information on the School Improvement Grant 1003(g), log onto the United States Department of Education website at [www.ed.gov](http://www.ed.gov).

[MSDE Announcement: Public Notice and Comment:](#)

[Waiver for 2010 School Improvement Grant 1003\(g\)](#) 



Nancy S. Grasmick  
State Superintendent of Schools

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

To: Local Superintendents

From: Ann E. Chafin   
Assistant State Superintendent  
Division of Student, Family, and School Support

Date: November 18, 2010

Subject: Public Notice and Comment: **Maryland State Department of Education  
Waiver Requests for 2010 School Improvement Grant 1003(g)**

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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.

The Maryland State Department of Education (MSDE) is providing public notice to solicit comments from local education agencies and the public regarding specific waiver requests for School Improvement Grants authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Comments received will be forwarded to the United States Department of Education. MSDE will accept comments between November 16, 2010 and November 30, 2010 via electronic submission or U. S. mail.

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



The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

**Waiver 1: School Improvement Timeline Waiver**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model to "start over" in the school improvement timeline. The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

**Waiver 2: School-wide Program Waiver**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school-wide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models. The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

**Waiver 3: Tier II Waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not already identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is

attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 4: n-size Waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than 30 for schools with only one grade tested and 60 students for schools with two or more grades tested.

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

**COMMENT SUBMISSION:**

**Comments will be received between November 16, 2010 and November 30, 2010.**

Comments received will be forwarded to the United States Department of Education.

Please submit your comments in writing to Maria E. Lamb, Director, Program Improvement and Family support, 200 West Baltimore Street, Baltimore, Maryland 21201 or electronically to [mlamb@msde.state.md.us](mailto:mlamb@msde.state.md.us).

For more information on the School Improvement Grant 1003(g), log onto the United States Department of Education website at [www.ed.gov](http://www.ed.gov).

AEC/MEL/sw

# Appendix I

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

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

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

### **Sample Culminating Matrix:**

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

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

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

***Sample Culminating Matrix:***

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

## Appendix J

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

#### **OVERVIEW**

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

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

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

monitoring the implementation of the plan, and providing feedback to the district and the school about the effectiveness of the entire school program.

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

## Appendix K Consultation with Stakeholders Documentation

Hi Committee of Practitioners,

Happy Thanksgiving in advance.

Maryland is submitting an application to the USDOE to receive additional School Improvement Funds for Federal Fiscal Year 2010. The USDOE has made very few changes to the application from the 2009 requirements. I am requesting that you read Maryland's application and make comments or suggestions.

Several areas of the application still need to be tweaked, so please ignore the highlighted paragraphs. I have used red font to denote changes from our 2009 application. I hope that will make your reading much easier. Our timeline is extremely short. We have to submit our grant on December 1, 2010. I apologize for the short time frame.

Please send your comments via email or fax to my attention.

### MARYLAND STATE DEPARTMENT OF EDUCATION TITLE I COMMITTEE OF PRACTITIONERS EVEN START ADVISORY COMMITTEE

#### CONSULTATION FEEDBACK FORM FOR MARYLAND'S 2010 SCHOOL IMPROVEMENT GRANT APPLICATION.

I had the opportunity to read, review and provide feedback on the Title I, Part A School Improvement Grant Application, 1003(g) Draft document that was emailed to me on Tuesday, November 23, 2010.

Check the appropriate box.

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

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

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please complete and fax to Maria E. Lamb at (410) 333-8010 or

email at [mlamb@msde.state.md.us](mailto:mlamb@msde.state.md.us).

All comments are due by Tuesday, November 30, 2010.

Name & Title	School System/ Organization	Representation	Address	Office, Fax & Cell Phones	E-mail
1. Ms. Valerie Ashton-Thomas Coordinator, Even Start Family Literacy	<u>MSDE</u> Division of Student, Family, and School Support	Even Start	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201	O: (410) 767-0314 F: (410) 333-8010	vashton-thomas@msde.state.md.us
2. Ms. Ann Chafin, Assistant State Superintendent	<u>MSDE</u> Division of Student, Family, and School Support	MSDE	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201-2549	O: (410) 767-0275 F: (410) 333-8010	achafin@msde.state.md.us
3. Ms. Janet Flemings Parent	Baltimore City	Parent	407 South Smallwood Street Baltimore, MD 21223	P: (410) 736-8093	Jrflem3@hotmail.com jflemings@bcps.k12.md.us
4. Dr. Kendra Johnson Title I Coordinator	Baltimore County	Local School System	Baltimore County Public Schools 6901 North Charles Street Towson, MD 21204	O: (410) 887-3487 F: (410)887-2060	Kjohnson3@bcps.org
5. Mr. Jerry Kountz Head of School	SEED School of Maryland	Local School System	The SEED School of Maryland 200 Font Hill Avenue Baltimore, MD 21223	O: (410) 843-9477 Ext 204 F: (410) 843-9496	jerry@seedschoolmd.org
6. Ms. Valerie Kaufmann Branch Chief, Early Learning	<u>MSDE</u> Division of Early Childhood Development	MSDE Early Learning	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201-2549	O: (410) 767-6549 F: (410) 333-6226	valeriek@msde.state.md.us
7. Ms. Maria Lamb Director, Program Improvement and Family Support Branch	<u>MSDE</u> Division of Student, Family, and School Support	Title I State Director	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201-2549	O: (410) 767-0310 F: (410) 333-8010	mlamb@msde.state.md.us

Name & Title	School System/ Organization	Representation	Address	Office, Fax & Cell Phones	E-mail
8. Dr. Felicia Lanham Tarason Title I Program Director	Montgomery County	Local School System	Montgomery County Public Schools 4910 Macon Road, Room 204 Rockville, Maryland 20852	O: (301) 230-0660 F: (301) 230-0694	felicia_E_LanhamTarason @mcpsmd.org
9. Mr. Carl Love Homeless Education/Title I Liaison	Baltimore County	Pupil Services Personnel	Baltimore County Public Schools 9610 Pulaski Park Drive, Suite 219 Baltimore, MD 21220	O: (410) 887-6485 F: (410) 918-9329	clove@bcps.org
10. Mr. Sam Macer Maryland PTA President	Maryland PTA	Parent	5 Central Ave. Glen Burnie, MD 21061-3441	O: (410) 760-6221 C: (443) 867-0353	sammacer@aol.com
11. Dr. Dana McCauley, Principal, Crellin Elementary School	Garrett County	Local School System	Crellin Elementary School 115 Kendall Drive Oakland, MD 21550	O: (301) 334-4704 C: (301) 616-1214 F: (301) 334-4704	dmccauley@ga.k12md.us
12. Ms. Jayne Moore Director, Instructional Technology and School Library Media	MSDE	MSDE	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201-2549	O: (410) 767-0382 F: (410) 333-2128	jmoore@msde.state.md.us
13. Ms. Betty Parker Joseph Title I Director	Prince George's County	Local School System	7600 Jefferson Avenue Suite C, Landover, MD 20785	O: (301) 636-8412 F: (301) 925-2399	bjoseph@pgcps.org
14. Ms. Tara Price	Cecil County	Parent	15 Wardson Drive North East, MD 21901	O: (410) 287-3443 F: (410) 287-6888	tara.price71@gmail.com

<b>Name &amp; Title</b>	<b>School System/ Organization</b>	<b>Representation</b>	<b>Address</b>	<b>Office, Fax &amp; Cell Phones</b>	<b>E-mail</b>
15. Mr. Richard Ramsburg Principal, Adult Education and Even Start	Frederick County	Even Start	Frederick County Board of Education 44 W. Frederick Street B-Building Walkersville, MD 21793	O: (240) 236-8424 F: (240) 236-8451	richard.ramsburg@fcps.org
16. Ms. Julia Rogers Director, Government Funded Programs	Archdiocese of Baltimore	Non-Public/Private Schools	320 Cathedral Street Baltimore, MD 21201	O: (410) 547-5586 F: (410)547-5586	julia.rogers@archbalt.org
17. Ms. Beth Sheller Title I Parent Involvement Liason	Wicomico County	Local School System	Prince Street ES 400 Prince Street Salisbury, MD 21804-6020	O: (410) 677-5813 F: (410) 677-5865	msheller@wcboe.org
18. Ms. Judy Tonkins Education Specialist	Baltimore City	Non-Public/Private School Services	Baltimore City Public Schools 200 East North Avenue, Room 315 Baltimore, MD 21202	O: (410) 396-8937 F: (410) 638-3028	jtonkin@bcps.k12.md.us
19. Ms. Ava Spencer Coordinator, Office of Reading First	MSDE	Reading First	Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201-2549	O: (410) 767-0721 F: (410) 333-4141	aspencer@msde.state.md.us
20. Ms. Susan Shaffer Executive Director, MD PIRC	Mid-Atlantic Equity Consortium	MD PIRC	Mid-Atlantic Equity Consortium, Inc. 5272 River Road, Suite 340 Bethesda, MD 20816	O: (301) 657-7741 ext. 118 F: (301) 657-8782	sshaffer@maec.org
21. Ms. Geri Thompson Director, Judy Center & Even Start Program	Queen Anne's County	Even Start	Queen Anne's County Public Schools 5441 Main Street Grasonville, MD 21638-1134	O: (301) 827-4629 F: (301) 827-4528	thompsog@qacps.k12.md.us
22. Mr. Vernon Thompson Automotive Instructor	Harford County	Vocational Education	Harford Technical High School 200 Thomas Run Road Bel Air, MD 21015-1617	O: (410) 638-3804 F: (410) 638-3820	vernon.thompson@hcps.org

<b>Name &amp; Title</b>	<b>School System/ Organization</b>	<b>Representation</b>	<b>Address</b>	<b>Office, Fax &amp; Cell Phones</b>	<b>E-mail</b>
23. Ms. Caroline Walker Coordinator, Office of Academic Intervention and Title I	Howard County	Local School System	Howard County Public School System 10910 Route 108 Ellicott City, MD 21042	O: (410) 313-6761 F: (410) 313-6788	caroline_walker@hcpss.org
24. Ms. Sue Waggoner, Executive Director of Instruction <b>*COP Chair Person</b>	Garrett County	Local School System	Garrett County Board of Education 40 South Second Street Oakland, MD 21550-1518	O: (301) 334-8937 F: (301) 334-7634	swaggoner@ga.k12.md.us
25. Ms. Quanya Williams Title I Intervention Teacher	Baltimore City	Local School System	Northwood Elementary 5201 Loch Raven Blvd. Baltimore, MD 21239-3522	O: (410) 396-6377 F: (410) 396-7193	qwilliams@bcps.k12.md.us
<b>26. BOARD MEMBER</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**DECEMBER 2, 2010 PUBLIC COMMENT AND COMMITTEE OF PRACTITIONER'S UPDATE:**

THE MARYLAND STATE DEPARTMENT OF EDUCATION RECEIVED CORRESPONDENCE FROM SIX COMMITTEE OF PRACTITIONER MEMBERS. 1 MEMBER IDENTIFIED THREE AREAS IN THE PROPOSAL THAT NEEDED DATE CHANGES. THE REMAINING MEMBERS INDICATED ON THEIR FORMS THAT THEY HAD NO COMMENTS TO MAKE ABOUT THE DRAFT DOCUMENT.

ONE PUBLIC COMMENT WAS RECEIVED FROM THE MONTGOMERY COUNTY PUBLIC SCHOOL SYSTEM. THE SUPERINTENDENT INDICATED THE SCHOOL SYSTEM WOULD SUPPORT N-SIZE WAIVER SHOULD MONTGOMERY COUNTY PUBLIC SCHOOLS HAVE ELIGIBLE TIER I OR TIER II SCHOOLS IN THE FUTURE.

MSDE WILL SUBMIT ANY FUTURE COMMENTS TO THE UNITED STATES DEPARTMENT OF EDUCATION.

