Title I, 1003(g) School Improvement Grant

Cohort IV

Part II:

LEA Application

Request for
Grant
Proposals

Maryland State
Department of Education

200 West Baltimore Street
Baltimore, MD 21201

Deadline: August 12, 2016

TABLE OF CONTENTS

<u>**Appendices**</u>

PROGRAM DESCRIPTION

Name of Grant Program: Title I 1003(g) School Improvement Grant (Federal Fiscal Year (FY) 2014)

Authorization: 2001 Reauthorization of the Elementary and Secondary Education Act, Title I, Part A, Subpart 1

Amount of Funds: Total amount of FFY 2014 funds: $6,652,283
Amount of FFY 2014 Funds Distributed to LEAs: $6,319,669

Maryland will award up to 5 sub-grants. Sub-awardees will be identified as Cohort IV and will receive SIG funds annually (as long as the LEA is making progress towards meeting the requirements in Section II.A.8 or the goals established by the LEA) for a maximum of five years.

Single FY2014 grant funds will be distributed in two increments over two consecutive years. Individual grant awards will range from not less than $50,000 per school to no more than $2,000,000 per each priority school.

In SY 2016-2017, the SEA will allocate the first increment of the SIG funds to a local education agency (LEA) in an amount that is sufficient size and scope to support Pre-Implementation activities for a school intervention model in its Priority or Focus schools that the LEA commits to serve.

In SY 2017-2018 (or before, if the LEA's pre-implementation plan is for less than a full academic year) the SEA will allocate the remaining, second increment of FY 2014 SIG funds to local education agencies, that is of sufficient size and scope, to implement YEAR 1 activities for the approved school intervention model in Priority or

4

toward meeting the requirements in Section II.A.8 or the goals established by the LEA. The amount of funds available to each Cohort IV school will be based on the amount of funding requested in the approved budget and the amount of funds available in Maryland's FY 2015 and FFY 2016 Federal Award.

FY 2015 Funds: $6,547,772
FY 2016 Funds: (Estimated) $6,316,518

Grant Period: July 1, 2016- September 30, 2020

Dissemination of the Application: Upon approval of the SEA's application by the United States Department of Education (USDE)

Deadline for Receipt of Letter of Intent: Fifteen (15) days following the notification of the SEA's application by the United States Education Department (USED).
A "Letter of Intent" to apply for the 2014 Title I 1003(g) SIG funds must be received by the Maryland State Department of Education by 4:00 p.m. fifteen days after the notification of the SEA application (Appendix B contains a sample letter.)

Deadline for Receipt of Application with Budget August 12, 2016

PLEASE FOLLOW THE DIRECTIONS IN THIS GRANT APPLICATION.

MSDE will provide a mandatory orientation and technical assistance meeting in July 2016 (TBD following approval by the U.S. Department of Education) for all LEAs that submitted a letter of intent. The meeting will be held at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, Maryland 21201.

Notice of the meeting and RSVP will be forthcoming in late June 2016.

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

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive sub-grants 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. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 (http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools, which are generally a State's lowest-achieving Title I schools, and focus schools, which are generally the schools within a State with the largest achievement gaps, eligible to receive SIG funds. The SIG final requirements, published on February 9, 2015, are available at https://www.federalregister.gov/articles/2015/02/09/2015-02570/final-requirements-school-improvement-grants-title-i-of-the-elementary-and-secondary-education-act.

Availability of Funds
The Consolidated and Further Continuing Appropriations Act, 2015, provided approximately $506 million for School Improvement Grants in fiscal year (FY) 2015 and the Consolidated Appropriations Act, 2016 provided approximately $450 million in FY 2016.

B. Eligible Applicants:
These funds will be available only to LEAs with schools identified as Priority or Focus Schools on March 1, 2016 by the Maryland State Department of Education (MSDE).

C. Use of Grant Funds:

Funds may only be used in Priority or Focus Schools the LEA is approved to serve. The LEA must implement one of seven school intervention models: Early learning Model, Whole School Reform Model, Maryland Turnaround Principles Model, Turnaround Model, Restart Model, School Closure Model, or Transformation Model. Descriptions of the requirements for each of these models can be found in Appendix C. Maryland will give priority to LEAs that choose to implement the Maryland Turnaround Principles Model (Maryland's State Approved Model).

D. Measurable Outcomes:

1. The LEA must set annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor progress Priority and/or Focus Schools that receive SIG funds.
2. School districts and schools that receive SIG funds will also establish annual targets derived from multiple data points in the areas identified in their comprehensive needs assessments and will create systems for continuous monitoring and feedback resulting in sustainable improvement in schools that receive SIG funds.
   Note: The goals may change in subsequent years, based on Maryland's new accountability system aligned to the *Every Student Succeeds Act*.

E. USDE Required School Improvement Strategies:
Under the direction of the LEA, each participating school will implement one of seven intervention models – Early learning Model, Whole School Reform Model, Maryland Turnaround Principles Model, Turnaround Model, Restart Model, School Closure Model, 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 with input from parents, the school staff and the community, select an intervention model for each school that reflects the individual school's needs.

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

An LEA may use SIG funds to pay for district-level activities to support implementation of one of the seven school intervention models in each participating school. **An LEA may not use**

SIG funds to support district-level activities for schools that are not receiving SIG funds.

G. Fiscal Reporting Requirements:

Federal Fiscal Year (FY) 2014 Title I 1003(g) School Improvement Grant (SIG) funds must be tracked separately from the Title I, Part A basic grant or Title I 1003(a) funds for Priority and Focus Schools. Local fiscal agents are to place SIG improvement funds in a Title I account assigned to school improvement. This fund number must not be the same number that is used for the Title I, Part A basic grant award or the Title I 1003(a) funds for Priority and Focus schools.

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 l.5 and a 12-point font size in Times New Roman.
- All pages of the application package must use one-inch margins and be numbered.
- Charts may use single-spacing and type size of 10-point font.
- The unbound original application should be on a standard size (8 1/2 x 11) paper of regular weight.
- The prescribed cover sheet must be the first page of the application.
- The original document (with budget sheets and assurances) must be signed in **blue ink**.
- Final submission must include three copies along with a PDF version on a flash drive.
- Mail, or deliver in person, the unbound original copy, three copies and the PDF version, along with a signed budget page and assurances to:

> **Nancy S. Grasmick State Education Building**
> **Maryland State Department of Education**
> **Division of Student, Family, and School Support - 4th Floor**
> **200 West Baltimore Street**
> **Baltimore, Maryland 21201-2595**
> **Attention: Dr. Christy Thompson, Executive Director,**
> **Division of Student, Family, and School Support**

TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT

(SIG IV)

Federal Fiscal Year 2014
Federal Award Number: 377A140021

Pre-Implementation Year SY 2016-2017

REQUEST FOR PROPOSAL COVER SHEET

LOCAL SCHOOL SYSTEM: _____

CONTACT PERSON: _____

POSITION/TITLE: _____

ADDRESS: _____

_____

_____

TELEPHONE NUMBER: _____

FAX NUMBER: _____

E-MAIL: _____

DATE SUBMITTED: _____

MSDE Project Contact
Dr. Christy Thompson, Executive Director
Division of Student, Family, and School Support
(410) 767-0292 phone
(410) 333-8010 fax
christy.thompson@maryland.gov E-mail

Section A

Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Priority schools to ensure sufficient support for full implementation of the intervention models. In addition, Maryland will give priority points to LEAs that choose to implement Maryland's State Determined Model. Maryland will not award funds to Focus schools before all Maryland's Priority schools that LEAs commit to serve and have the capacity to serve are served. LEAs proposing to serve Focus Schools with these funds, will not receive an award for Focus Schools until all eligible Priority Schools have been served.

Complete table A.1. List the schools the LEA will and identify the intervention model the LEA intends to implement in each school. A description of each intervention model can be found in Appendix C. The LEA must **also** complete Table A.2 indicating the Priority schools the LEA will not serve, if applicable. The list of eligible schools may be found in Appendix A.2. Add more rows as needed.

Table A.1

Priority and Focus Schools the LEA is Committed Served with Cohort IV SIG Funds

	School Name	NCES ID #	MSDE ID #	Priority	Focus	Intervention Model Selected						
						Turnaround	Restart	School Closure	Transformation	Early Learning	Whole School Reform	MD State Determined Model, Turnaround Principals
1												
2												
3												
4												

5											

Table A.2

Priority Schools Not to Be Served by the LEA

	School Name	NCES ID #	MSDE ID #	Priority	Reasons LEA Chooses not to Serve the Priority School with Cohort IV SIG Funds
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

13				
14				
15				
16				
17				
18				
19				
20				
21				

Section B: Descriptive Information

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

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

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

(1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

(2) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.

(3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

(4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus 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 on the first day of the first school year of full implementation.

(5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

(6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

(7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

(8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for

example, by creating an LEA turnaround office).

(9)   The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

(10) The LEA must describe how it will sustain the reforms after the funding period ends.

(11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

(12) The LEA must describe how it will monitor each priority and focus school that receives school improvement funds including by

   a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,

   b. Measuring progress on the leading indicators as defined in the final requirements.

(13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.

(14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

(15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

(16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
   a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
   b. Partner with a whole school reform model developer, as defined in the SIG requirements.

(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has

selected or will select to operate or manage the school or schools.

(18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

(19) 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.

(20) 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.

B.2 Cover Page
Duplicate the cover sheet below and provide the requested information for _each_ Priority and Focus School the LEA will serve with 2014 Title I 1003(g) School Improvement Funds.

Priority or Focus School	
School Name: **Address:**	**LEA Point of Contact (POC)** **Name & Position:** **Phone#:** **Email Address:**
Grade levels enrolled (SY 2016-2017):	**Projected Number of Students Enrolled (SY 2016-2017):**

Level of Identification	
Priority_____	Focus_____

Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.
_____ **Schoolwide Program**

Intervention Model Selected:
_____ **Closure Model**
_____ **Turnaround Model**
_____ **Transformation Model**
_____ **Restart Model**
_____ **Maryland Turnaround Principles Model (Maryland's State Approved Model)**
_____ **Whole School Reform Model**
_____ **Early Learning Model**

Cumulative Amount SIG Funds the LEA is requesting for Five Years		
Pre-implementation SY 2016-2017	**FY 2014 SIG Funds**	$
Year 1 SY 2017-2018	**FY 2014 SIG Funds**	$
Year 2 SY 2017-2018	**FY 2015 SIG Funds**	$
Year 3 SY 2018-2019	**FY 2016 SIG Funds**	$
Sustainability	**FY 2016 SIG Funds**	$
Total Amount of Funding Requested for this school over 5 years		$

B. 3 Comprehensive Needs Assessment for Priority schools

For each school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected an intervention for each school aligned to the needs each school has identified. A thorough analysis will enable the LEA to demonstrate it has the capacity to identify areas of need and assist with providing adequate resources related to support of each Priority school identified in the LEA application.

Complete Table B.3 for each school the LEA commits to serve.   If the LEA has already completed and submitted the comprehensive needs assessment to MSDE for its Priority Schools as part of the MSDE 2016-2017 Priority School Application, please attach a copy of that Comprehensive Needs Assessment to this application.

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Comprehensive Needs Assessment

Insert School Name

Insert LEA Name

Conducted for SY 2016-2017

Table B.3 Comprehensive Needs Assessment	
1 <u>Student Profile Information</u> • Total enrollment • Grade level enrollment • Subgroups (including gender)- # of students in each • Mobility % - Entrants & Withdrawals • Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year) • Expulsions • Suspensions • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • Dropout rate • Homeless	

Table B.3 Comprehensive Needs Assessment

Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.
• Foster Care • Special Education # and % (specialized programs in the school)	

2 Staff Profile
 	
• Principal – Length of time at the school
• Number of Assistant Principal/s and other administrators
• Number and % of teaching faculty's total classroom instruction experience:
     o 0-5 years
     o 6-10 years
     o 11-15 years
     o 16+ years
• Number and % of teaching faculty's service at this school:
     o 0-5 years
     o 6-10 years
     o 11-15 years
     o 16+ years	

Table B.3 Comprehensive Needs Assessment

Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.
- Number and % of teachers that meet applicable State Certification and licensure requirements - Number of school-based reading and English teachers of record - Number of school-based mathematics and data/analysis teachers of record - Number of school-based reading and English resource personnel - Number of school-based mathematics and data/analysis resource personnel - Number and % of paraprofessionals who are qualified - Number of mentor teachers and number of teachers being supported - Teacher and administrator attendance %	
3 <u>Student Achievement</u> Student achievement data for reading and math on State assessments by the "all student" category and	

Table B.3 Comprehensive Needs Assessment	
Name of School:	**LEA:**
Areas to consider for analysis as part of a comprehensive needs assessment	**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.**
all subgroups • Available student achievement data for reading and math on LEA benchmark assessments by subgroups for the current school year	
4 Rigorous Curriculum Alignment of curriculum implementation with state standards across grade levels • Core English/Reading program • Core Mathematic and algebra programs • Curriculum Intervention Programs • Enrichment Programs • Other Programs	
5 Instructional Program • Planning and implementation of evidenced-based instructional practices • Use of technology-based tools • Use of data analysis to inform and differentiate	

Table B.3 Comprehensive Needs Assessment

Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.
instruction • Master Schedule by content area (include minutes of instruction) • Use of Response to Intervention • **Use of universal design for learning (UDL) principles to differentiate instruction** • **Extended learning time (extended day, week, or year)**	
6 Assessments • Use of formative, interim, and summative assessments to measure student growth • Process and timeline for reporting • Use of technology, where appropriate	
7 School Culture and Climate • School safety • Student health services • Attendance supports • Climate survey, if available	

Table B.3 Comprehensive Needs Assessment	
Name of School:	**LEA:**
Areas to consider for analysis as part of a comprehensive needs assessment	**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.**
• **Acknowledgement of school successes**	
8 <u>Students, Family, and Community Support</u> • Social-emotional and community-oriented services and supports for students and families • Engagement of parents/guardians in the education of students • Communication of information with parents/guardians about student achievement data • Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success • Engagement of parents/guardians in school decision making and school activities • Parent education programs	
9 <u>Professional Development</u> • Use of Maryland Professional Development standards • Professional development plans (alignment to student needs and building teacher instructional and	

Table B.3 Comprehensive Needs Assessment	
Name of School:	**LEA:**
Areas to consider for analysis as part of a comprehensive needs assessment	**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.**
classroom management capacity) • Accountability practices aligned to improved teaching and learning	
10 Organizational structure and resources • Collaborative planning time **in the master schedule** • Class scheduling (block, departmentalizing, etc.) • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Resources for increasing learning time for students and teachers	
11 Comprehensive and Effective Planning • School vision, mission and shared values (how it is communicated) • Current school goals • Practices for strategic school planning • School improvement plan development, implementation, monitoring, and evaluation	

Table B.3 Comprehensive Needs Assessment	
Areas to consider for analysis as part of a comprehensive needs assessment	**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan.**
12 Effective Leadership • Instructional leadership to promote teaching and learning • Team structure and participation • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning • Use of assessment data using technology • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs • Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students	

B.4 Pre-Implementation Plan

School year (SY) 2016-2017 is a pre-implementation year. The pre-implementation year allows the LEA to prepare for full implementation of the school intervention model at the start of the 2017-2018 school year. FY 2014 SIG funds will be available to LEAs and schools with approved applications at the beginning of SY 2016-2017 for pre-implementation activities.

Maryland expects each LEA to use the first year of its School Improvement Grant award for planning and other pre-implementation activities for an eligible school. The LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful selection and implementation of the selected model.

Complete Template B.4. The template contains a list of allowable and required pre-implementation activities.   Each activity must be aligned to the needs assessment, requirements of the intervention model (if applicable), and be fully implemented prior to the beginning of the SY 2017-2018 academic year.   The pre-implementation costs must be reasonable, necessary, and allowable. Submit the Pre-Implementation Plan for each school after each school's Comprehensive Needs Assessment. If the Closure Model is selected, complete only the Family and Community Engagement section of the template.

LEAs will submit a pre-implementation plan for up to one year by August 12, 2016 for SY 2016-2017.

LEAs that complete pre-implementation activities before the start of the 2017-2018 school year, may submit for approval, their three-year implementation plan after January 1, 2017. Funds will be issued for Year 1 implementation upon approval of the three-year plan. Funds for the remaining two years of the plan will be issued annually and subject to meeting the renewal criteria.   LEAs will submit their sustainability plan on or before May 30, 2019. Funding for the sustainability plan will be based on approval and meeting the renewal criteria.

LEAs that implement a full year pre-implementation plan will submit their three-year implementation plan on or before May 30, 2017. Funds will be issued for Year 1 implementation upon approval of the three-year plan. Funds for the remaining two years of the plan will be issued annually and subject to meeting the renewal criteria.   LEAs will submit their sustainability plan on or before May 30, 2019. Funding for the sustainability plan will be based on approval and meeting the renewal criteria.

B.4 Pre-Implementation Plan

School: Intervention Model (If Applicable):				
Pre-Implementation Activities with Sample Activities	**Description of the Activity**	**Timeline**	**Description of How the Activity will lead to successful implementation of the selected intervention**	**Cost**
<u>**REQUIRED**</u> 1. <u>**Family and Community Engagement:**</u> 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				

B.4 Pre-Implementation Plan

School:	Intervention Model (If Applicable):			
Pre-Implementation Activities with Sample Activities	**Description of the Activity**	**Timeline**	**Description of How the Activity will lead to successful implementation of the selected intervention**	**Cost**
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.				
REQUIRED if Applicable **2. 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.				

B.4 Pre-Implementation Plan

School:	Intervention Model (If Applicable):			
Pre-Implementation Activities with Sample Activities	**Description of the Activity**	**Timeline**	**Description of How the Activity will lead to successful implementation of the selected intervention**	**Cost**
REQUIRED 3. **Staffing:** Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).				
4.Instructional Programs: Identify possible instructional materials that are evidence-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.				

B.4 Pre-Implementation Plan				
School:	Intervention Model (If Applicable):			
Pre-Implementation Activities with Sample Activities	**Description of the Activity**	**Timeline**	**Description of How the Activity will lead to successful implementation of the selected intervention**	**Cost**
5.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.				

B.4 Pre-Implementation Plan				
School:	Intervention Model (If Applicable):			
Pre-Implementation Activities with Sample Activities	**Description of the Activity**	**Timeline**	**Description of How the Activity will lead to successful implementation of the selected intervention**	**Cost**
REQUIRED **7. Progress Monitoring and Reporting:** The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.				
REQUIRED FOR CERTAIN MODELS **8. Planning for increased learning time to begin at the start of the 2017-2018 school year**				

B.4 Pre-Implementation Plan

School:		Intervention Model (If Applicable):		
Pre-Implementation Activities with Sample Activities	**Description of the Activity**	**Timeline**	**Description of How the Activity will lead to successful implementation of the selected intervention**	**Cost**
9.Other LEA Determined Activities (Please Describe)				

B.5. Model Selection

For each priority and focus school that the LEA commits to serve, the LEA must select one of seven approved intervention models. The selection of the model must take into consideration, and be aligned to, the needs each school identified in the Comprehensive Needs Assessment.

LEAs that complete pre-implementation activities before the start of the 2017-2018 school year, may submit for approval, their three-year implementation plan after January 1, 2017. Funds will be issued for Year 1 implementation upon approval of the three-year plan. Funds for the remaining two years of the plan will be issued annually and subject to meeting the renewal criteria.   LEAs will submit their sustainability plan on or before May 30, 2019. Funding for the sustainability plan will be based on approval and meeting the renewal criteria.

LEAs that implement a full year pre-implementation plan will submit their three-year implementation plan on or before May 30, 2017. Funds will be issued for Year 1 implementation upon approval of the three-year plan. Funds for the remaining years of the plan will be issued annually and subject to meeting the renewal criteria.   LEAs will submit their sustainability plan on or before May 30, 2019. Funding for the sustainability plan will be based on approval and meeting the renewal criteria.

The LEA must use the one of the provided model templates (Template B.5.a through Template B.5.g) that corresponds to the model it selected for each of its identified SIG IV schools.   An LEA that chooses the Maryland State Approved Model as an intervention will be given priority over other models.   Regardless of the model selected, the LEA must describe actions it has taken, or will take to design and implement each Intervention model consistent with the final requirements. The requirements pertaining to each model is embedded in the model's template.

Approved Intervention Models

Turnaround Model- Template B.5.a
Restart Model- Template B.5.b
Transformation Model- Template B.5.c

Closure Model- Template B.5.d
Turnaround Principles Model (Maryland's State Approved Model)- Template B.5.e
Whole School Reform Model- Template B.5.f
Early Learning Model- Template B.5.g

 See Appendix C for a full description of each model.

Template B.5a. <u>Turnaround Model</u>

School Name and Number:	**LEA:**
Intervention Model: TURNAROUND MODEL	

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

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for **<u>SY 2017 only</u>** (to be updated annually upon renewal of the grant)

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

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

Modification of Practices or Policies to enable the school to implement this model fully:
Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, the Turnaround Model requires increased learning time for <u>all</u> students. The LEA must describe practices and policies, including evidence-based implementation strategies, that are necessary to meet this model's requirements in the first full year of implementation.

School Name and Number:	LEA:

Intervention Model: TURNAROUND MODEL

Alignment of Universal Design for Learning:
Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

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

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

Family and Community Engagement:
LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.

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

Name of School:			
Turnaround Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model (include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
implement school reform strategies			
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
6 Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards			
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) 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			

Name of School:			
Turnaround Model	**Strategies and Activities** <u>**Strategies and Activities**</u> **LEA Design and Implementation of the Intervention Model (include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
9 Provide appropriate social-emotional and community-oriented services and supports for students (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)			
Permissible Strategies for the Implementation of the Turnaround Model *LEA may implement additional LEA requirements or implement a themed school model.*			

B.5.b. Restart Model

School Name and Number: LEA:
Intervention Model : RESTART MODEL

Annual Goals for Reading/Language arts on State assessments for "all students" group and for each subgroup.   SY 2017:   SY 2018:   SY 2019:   SY 2020:   Quarterly Milestone Goals for Reading/Language arts on interim assessments for "all students" group and for each subgroup for **SY 2017 only**   (to be updated annually upon renewal of the grant)
Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.   SY 2017:   SY 2018:   SY 2019:   SY 2020:   Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup **for SY 2017 only** (to be updated annually upon renewal of the grant)

School Name and Number: **Intervention Model : RESTART MODEL**
Stakeholder Involvement: Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.
Model Selection: Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. 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. The LEA must determine that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. (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. Include in your description how the requirements of this model align to the prioritized needs of the school.
Modification of Practices or Policies to enable the school to implement this model fully: Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies, including evidence-based implementation strategies, that are necessary to meet this model's requirements in the first full year of implementation.
Alignment of Universal Design for Learning: Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.
Alignment of Resources: Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

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

Family and Community Engagement:
LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.

Name of School:			
Restart Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for Restart Model			
REQUIRED COMPONENT 1: STRONG LEADERSHIP **The LEA must:**			
❑ 1a. Review the performance of the current principal and his track record; replace principal if such a change is necessary to ensure strong and effective leadership or			
❑ 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION **The LEA must:**			

Name of School:			
Restart Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for Restart Model			
❑ 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the restart effort.			
❑ 2b. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
REQUIRED COMPONENT 3: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM **The LEA must:**			
❑ 3a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.			

Name of School:			
Restart Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for Restart Model			

REQUIRED COMPONENT 4: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION

The LEA must:

❑ 4a. Ensure the 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			
❑ 4b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			

REQUIRED COMPONENT 5: ENSURING SAFE AND SUPPORTIVE SCHOOLS

The LEA must:

❑ 5a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health			

Name of School:			
Restart Model	**Strategies and Activities** **LEA Design and Implementation of the** **Intervention Model** **(include alignment of additional resources)**	**Timeline for** **Implementation**	**Name and Position of** **Responsible Person(s)**
Requirements for Restart Model			
needs.			
REQUIRED COMPONENT 6: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNTIY ENGAGEMENT **The LEA must:**			
❑ 6a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning			
❑ 6b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (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)			

Name of School:			
Restart Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for Restart Model			
Other Actions the LEA will take in addition to the above Restart Required Components			
Restart Model Additional Components	**LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**

B.5.d. <u>Transformation Model</u>

School Name and Number:	LEA:
Intervention Model: TRANSFORMATION MODEL	

Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.   SY 2017:   SY 2018:   SY 2019:   SY 2020:   Quarterly Milestone Goals for Reading/Language arts on interim assessments for "all students" group and for each subgroup for **<u>SY 2017 only</u>** (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 2017:   SY 2018:   SY 2019:   SY 2020:   Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for **<u>SY 2017 only</u>** (to be updated annually

School Name and Number:	LEA:
Intervention Model: TRANSFORMATION MODEL	

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. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

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

Modification of Practices or Policies to enable the school to implement this model fully:
Describe, in detail, how the LEA has modified practices, including evidence-based implementation strategies, and policies to enable the school to implement this model fully. For example, describe how the LEA will identify and reward school leaders and teachers who have increased student achievement.

Alignment of Universal Design for Learning:
Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:
Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and

School Name and Number:	LEA:
Intervention Model: TRANSFORMATION MODEL	

local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

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

Family and Community Engagement:
LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
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 well as other factors such as multiple observation-			

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** (include alignment of additional resources)	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement			
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			
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 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			

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
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.			
A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies			
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			
A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools			
8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice)			

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
9. Provide ongoing mechanisms for family and community engagement			
A transformation model is one which the LEA <u>must</u> 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)			
Permissible Strategies for the Implementation of the Transformation Model *A transformation model is one which the LEA <u>may</u> 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			

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13. Instituting a system for measuring changes in instructional practices resulting from professional development			
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority			
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			

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
18. Using and integrating technology-based supports and interventions as part of the instructional program			
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning 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 (b) Improving student transition from middle to high school through summer transition programs or freshman academies (c) Increasing graduation rates through, for example, credit-			

Name of School:			
Transformation Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
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			
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			

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

B.5.d. School Closure Model

<table>
<tr><td>School Name and Number:</td><td>LEA:</td></tr>
<tr><td colspan="2">Intervention Model : SCHOOL CLOSURE</td></tr>
</table>

<table>
<tr><td>
Describe an overview of LEA's School Closure Process:

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. Note: Maryland LEAs will make closure decisions prior to June 30, 2016. Schools will be closed beginning July 1, 2017.

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

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the intervention selection process. 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. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.
</td></tr>
<tr><td>
Model Selection:
Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.
</td></tr>
<tr><td>
Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.
</td></tr>
<tr><td>
School Closure Costs:

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

School Name and Number:	LEA:
Intervention Model : SCHOOL CLOSURE	

The maximum school improvement funds that can be used for the school closure model is $50,000. Schools implementing a closure model will not have a pre-implementation year.

Name of School:

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

B.5.e. Turnaround Principles Model (Maryland's State Approved Model)

School Name and Number:　　　　　　　　　　　　　　**LEA:**
Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL

Annual Goals for Reading/Language arts on State assessments for "all students" group and for each subgroup.
SY 2017:
SY 2018:
SY 2019:
SY 2020:
Quarterly Milestone Goals for Reading/Language arts on interim assessments for "all students" group and for each subgroup for **SY 2017 only**　(to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.
SY 2017:
SY 2018:
SY 2019:
SY 2020:
Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup **for SY 2017 only** (to be updated annually upon renewal of the grant)

School Name and Number:
Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL (Approved by USED May 20, 2016)

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

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

Modification of Practices or Policies to enable the school to implement this model fully:
Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies, including evidence-based implementation strategies, that are necessary to meet this model's requirements in the first full year of implementation.

Alignment of Universal Design for Learning:
Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

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

Family and Community Engagement:
LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.

Name of School:			
Maryland Turnaround Principles Model	**Strategies and Activities** **LEA Design and Implementation of the** **Intervention Model** **(include alignment of additional resources)**	**Timeline for** **Implementation**	**Name and Position of** **Responsible Person(s)**
Maryland's Required Components of Maryland's Turnaround Principles Model			
REQUIRED COMPONENT 1: STRONG LEADERSHIP **The LEA must:**			
❏ 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or			
❏ 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION **The LEA must:**			
❏ 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.			
❏ 2b Prevent ineffective teachers from transferring to priority and focused schools.			

Name of School:			
Maryland Turnaround Principles Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Maryland's Required Components of Maryland's Turnaround Principles Model			
❑ 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
REQUIRED COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION **The LEA must:**			
❑ 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.			
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM **The LEA must:**			
❑ 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.			

Name of School:			
Maryland Turnaround Principles Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Maryland's Required Components of Maryland's Turnaround Principles Model			
REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION **The LEA must:**			
❑ 5a. Ensure the 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			
❑ 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			
REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS **The LEA must:**			
❑ 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health			

Name of School:			
Maryland Turnaround Principles Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Maryland's Required Components of Maryland's Turnaround Principles Model			
needs.			
REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNTIY ENGAGEMENT **The LEA must:**			
❑ 7a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning			
❑ 7b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (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)			
Other Actions the LEA will take in addition to the above Required Turnaround Principles			

66

Maryland Turnaround Principles	Strategies and Activities LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)

B.5.f Whole School Reform Model

The LEA may use SIG funds to implement an evidence-based, whole school reform model. Under the final requirements, an evidence-based, whole-school reform model:

1. Is supported by evidence of effectiveness, which must include at least one study of the model that—
    A. Meets What Works Clearinghouse evidence standards with or without reservations;
    B. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
    C. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
2. Is a whole-school reform model as defined in these requirements; and
3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

- USED identified and posted on its website, models that were found to have met the requirements of the evidence-based, whole-school reform model.   The websites will be provided to the LEAs via the LEA application.

- Information on the website includes a narrative description of each model, the narrative description and at least one study meeting What Works Clearinghouse standards that were submitted in response to the calls for evidence. An LEA that chooses to apply to its SEA for SIG funds to implement an evidence-based, whole-school reform model must select from among those models listed below.

Proprietary Strategies

Success for All
- Success for All Narrative Description [PDF (246 KB)]
- Success for All Evidence [PDF (2 MB)]

Institute for Student Achievement (ISA)
- ISA Whole School Reform Narrative [PDF (132 KB)
- ISA Evidence [PDF (957 KB)]

Positive Action
- Positive Action Strategy Narrative [PDF (147 KB)]
- Positive Action's Response to Questions from the Department [WORD (40 KB)]
- Positive Action Evidence [PDF (1 MB)]

Non-Proprietary Strategies

Small Schools of Choice
- Small Schools of Choice Narrative [PDF (219 KB)]
- Small Schools of Choice Evidence [PDF (2 MB)]

School Name and Number:	**LEA:**

Intervention Model: WHOLE SCHOOL REFORM MODEL

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

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language arts on interim assessments for "all students" group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

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

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup **for SY 2016/17 only** (to be updated annually upon renewal of the grant)

School Name and Number:
Intervention Model: WHOLE SCHOOL REFORM MODEL

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

Model Selection:
Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. A whole-school model is a model in which there is a partnership with a whole-school reform model developer to improve student academic achievement or attainment for all students. A developer is an entity or individual that:

- Maintains proprietary rights for the model; or
- Has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school.

Evidence of Effectiveness:
Describe, in detail, the Whole School Model Developer chosen. Explain how the model is evidence-based:
- At least one study meeting What Work's Clearinghouse evidence standards; and
- Has a statistically favorable impact on academic achievement and attainment.

Modification of Practices or Policies to enable the school to implement this model fully:
Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies, including evidence-based implementation strategies, that are necessary to meet this model's requirements in the first full year of implementation.

Alignment of Universal Design for Learning:
Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:
Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and

local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.	
Family and Community Engagement: LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.	

Name of School:		LEA:	
Whole School Reform Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Maryland's Required Components of Whole School Reform Model **LEA must implement all required components but one or more of the required components must be implemented** **with an APPROVED Whole School Reform Developer**			
REQUIRED COMPONENT 1: STRONG LEADERSHIP **The LEA must:**			
❑ 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or			
❑ 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION **The LEA must:**			
❑ 2a Review the quality of all staff and retaining only those who are determined to			

Name of School:		LEA:	
Whole School Reform Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Maryland's Required Components of Whole School Reform Model **LEA must implement all required components but one or more of the required components must be implemented** **with an APPROVED Whole School Reform Developer**			
be effective and have the ability to be successful in the turnaround effort.			
❑ 2b. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
REQUIRED COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION **The LEA must:**			
❑ 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.			
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM **The LEA must:**			
❑ 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with			

Name of School:		LEA:	
Whole School Reform Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Maryland's Required Components of Whole School Reform Model **LEA must implement all required components but one or more of the required components must be implemented** **with an APPROVED Whole School Reform Developer**			
State academic content standards.			

REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION

The LEA must:

❑ 5a. Ensure the 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			
❑ 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			

REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS

The LEA must:

❑ 6a. Establish a school environment that improves school safety and discipline and			

Name of School:		LEA:		
Whole School Reform Model	**Strategies and Activities** **LEA Design and Implementation of the** **Intervention Model** **(include alignment of additional resources)**		**Timeline for** **Implementation**	**Name and Position of** **Responsible Person(s)**
Maryland's Required Components of Whole School Reform Model **LEA must implement all required components but one or more of the required components must be implemented** **with an APPROVED Whole School Reform Developer**				
addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health needs.				
REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNTIY ENGAGEMENT **The LEA must:**				
❑ 7a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning				
❑ 7b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or				

Name of School:		LEA:	

Whole School Reform Model	Strategies and Activities LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Whole School Reform Model LEA must implement all required components but one or more of the required components must be implemented with an APPROVED Whole School Reform Developer			
local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)			

Other Evidence-based Actions the LEA may take to implement the Whole School Reform Model These components may or may not have a Whole School Reform Developer.

Whole School Reform Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)

B.5.g Early Learning Model

School Name and Number: **LEA:**
Intervention Model: EARLY LEARNING MODEL (Elementary Schools Only)

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

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant) |
| Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.

SY 2017:

SY 2018:

SY 2019: |

School Name and Number:	**LEA:**
Intervention Model: EARLY LEARNING MODEL (Elementary Schools Only)	

SY 2020:

Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

School Name and Number:
Intervention Model: EARLY LEARNING MODEL (Elementary Schools Only)

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

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

Modification of Practices or Policies to enable the school to implement this model fully:
Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, the Early Learning Model requires a full-day kindergarten and a high-quality preschool program. The LEA must describe practices and policies, including evidence-based implementation strategies, that will impact the entire school, that are necessary to meet this model's requirements in the first full year of implementation.

Alignment of Universal Design for Learning: Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.
Alignment of Resources: Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
Family and Community Engagement: LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.

School Name:			
Early Learning Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
Requirements for the Early Learning Model (LEA must implement requirements 1-11) **(Federal Register** /Vol. 80, No. 26)			
1. Establish or expand a high-quality preschool program as defined as: • High Staff Qualifications • A child-to-instructional staff ratio of no more than 10 to 1 • A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications • A full-day program • Inclusion of children with disabilities to ensure access to full participation in all opportunities • Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and developmental standards, for at least the year prior to kindergarten entry • Individualized accommodations and supports so that all children can access and participate fully in learning activities • Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff • Program evaluation to ensure continuous			

School Name:			
Early Learning Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
improvement • On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development • Evidence-based health and safety standards (Full-day kindergarten is required by Maryland State law)			
2. Replace the principal who led the school the school prior to commencement of the early learning model 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			
3. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement			
4. Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so			

School Name:			
Early Learning Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
5. 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 school, taking into consideration the results from the teacher and principal evaluation and support system			
6. Use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards			
7. In the early grades, promote the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation and executive functions			
8. 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 educational and developmental needs of individual students			
9. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper			

School Name:			
Early Learning Model	**Strategies and Activities** **LEA Design and Implementation of the Intervention Model** **(include alignment of additional resources)**	**Timeline for Implementation**	**Name and Position of Responsible Person(s)**
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 that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
10. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions			
11. 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			
Other strategies that LEA will take to implement the Early Learning Model			

B.6.a LEA Monitoring

Complete the following template B.6.a for each Priority school the LEA will serve with these funds. Include a detailed description of how the LEA will monitor each school's plan and how progress monitoring will be assessed throughout the year.

Template B.6.a

<table>
<tr><td colspan="2">Timeline for LEA Monitoring of SIG

Intervention Model _____   School: _____
Use the template below to provide a detailed description of how the LEA plans to monitor and assess the progress in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight aligned with the requirements of the specific intervention selected by the school and the LEA, the ways in which the school's progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.</td></tr>
<tr><td>Quarter 1
(July-October)</td><td>Describe the LEA/School monitoring and oversight.
Describe how progress will be assessed.
Provide Quarterly Report submission date and who will submit to MSDE</td></tr>
<tr><td>Quarter 2
(November -January)</td><td>Describe the LEA/School monitoring and oversight.
Describe how progress will be assessed.
Provide Quarterly Report submission date and who will submit to MSDE</td></tr>
<tr><td>Quarter 3
(February-April)</td><td>Describe the LEA/School monitoring and oversight.
Describe how progress will be assessed.
Provide Quarterly Report submission date and who will submit to MSDE</td></tr>
<tr><td>Quarter 4
(May-June)</td><td>Describe the LEA/School monitoring and oversight.
Describe how progress will be assessed.
Provide Quarterly Report submission date and who will submit to MSDE</td></tr>
<tr><td>Quarter 4 Readiness Rating</td><td></td></tr>
</table>

B.6.b Monitoring SIG IV Schools

Reporting Metrics

To inform and evaluate the effectiveness of the interventions selected for SIG Cohort IV schools, MSDE will collect data on the required leading indicators as defined in the final requirements for FY 2014 Title I 1003 (g) grants. Most of this data is already collected through EDFacts. However, MSDE will collect and report initial school-level data from the LEA upon approval of the grant proposal.   MSDE must report these metrics to the United States Department of Education for the school year prior to implementing the intervention (SY 2016-2017), if the data are available. This data will serve as a baseline. Thereafter MSDE must report the data for each year for which funds are allocated to each participating SIG school. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected. Note: These metrics may be modified if the required data collection changes.

Complete the Table 6.b, below and include with the LEA Application:

Table B.6.b	
Required Process to Collect Data and Reporting Metrics to Measure Progress on Leading Indicators	
Number of minutes within the school year	
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher attendance rate (Maryland also collects principal attendance rate)	

Provide the LEA's Process for Collecting and Reporting the data for the Leading Indicators	
List by name and position the person(s) who will have the responsibility to collect and submit the data. Include c information (phone number and email address).	

D.1 LEA Commitment and Capacity: Establishment of the Central Support Team

LEAs that accept Title I 1003(g) school improvement funds (FY 2014, FY 2015, and FY 2016) **agree to establish a Central Support Team** (CST) to oversee the pre-implementation and implementation of the selected models in Cohort IV SIG schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support received through the LEA and MSDE, as well as monitor, and assess the progress for each of the identified schools.

Complete the LEA Commitment and Capacity Template Table and add rows as needed.

LEA Commitment and Capacity Template, D.1.

Template D.1

Name of Central Support Team Members	Title	Responsibility	Estimate of the time each individual will devote to supporting SIG schools (Hours per Month)

Central Support Team
a. How often will the LEA 1003(g) SIG Central Support Team (CST) meet? Where will the CST meet?
b. How often will they report on their work and the work on SIG schools to the Superintendent?
c. How often will they report on their work and the work on SIG schools to the Board of Education?
d. Did the Central Support Team meet prior to the submission of the grant application to review the individual school needs assessment 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 SIG schools?
e. What role has or will the Central Support Team play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in sections 2 and 3 of this proposal?
f. What are the major challenges to full and effective implementation of all components of the SIG IV grant that the Central Support Team has identified and how will the team address these challenges in the early phases of the work?

D.2 LEA Commitment and Capacity: Establishment of the Turnaround Executive Support Team

LEAs that accept Title I 1003(g) school improvement funds (FY 2014, FY 2015, and FY 2016) **agree to establish a Turnaround Executive Support Team (TEST)** to oversee pre-implementation and implementation of the selected models in SIG schools. The TEST will have decision making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the reforms models to ensure greater student achievement in each its schools it selects to serve. The Title I office must be represented on the TEST.

Complete Template D.2. Add rows as needed.

Template D.2

SIG Turnaround Executive Support Team (TEST) Members			
Name of Turnaround Executive Support Team Members	**Title**	**Responsibility**	**Estimate of the time each individual will devote to supporting SIG schools (Hours per Month)**

Turnaround Executive Support Team (TEST)
a. How often will the LEA Turnaround Executive Support Team (TEST) meet? Where will the TEST team meet?
b. How often will they report on their work and the work on SIG schools to the Superintendent?
c. How often will they report on their work and the work on SIG schools to the Board of Education?
d. Did the Turnaround Executive Support Team (TEST) meet 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 Turnaround Executive Support Team (TEST) to begin work on the SIG schools?
e. What role has or will the Turnaround Executive Support Team (TEST) play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in this proposal?
f. What steps will the Turnaround Executive Support Team (TEST) take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals' timely and effective use of these funds?
g. Within this proposal, the LEA identified actions taken or in the planning to support individual Priority 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 Focus 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;

Turnaround Executive Support Team (TEST)
(2) removal of expectations that might run counter to the approach outlined in the selected intervention; (3) timely modification of practices and policies (those anticipated ahead of time and those that will emerge during implementation); and (4) engaging in reflective and sustained, collaborative conversation and planning to ensure that improvement efforts can be sustained once this funding ends?
h. What are the major challenges to full and effective implementations of all components of the SIG grant that the Turnaround Executive Support team (TEST) has identified and how will the team address these challenges in the early phases of the work?

E. Budgets- School, LEA, and Consolidated

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in each school it proposes to serve and the funds it will use to —

- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's priority and focus schools; and

The LEA must:

1. Include a budget that indicates the amount of school improvement funds the LEA will use each year for SIG schools it commits to serve.

2. Apply for not be less than $50,000 nor may it exceed the number of SIG schools it commits to serve multiplied by $2,000,000 per year per school. The maximum amount for each participating schools is from $500,000 to $2,000,000. However, the maximum a school implementing the closure model can receive is $50,000. MSDE has the right to reduce funding or eliminate activities it deems non-allowable or not aligned to the requirements of the model selected.

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

Note: The LEA may use the budget form included in the application or the LEA may submit an electronic version in Excel format.

E.1 School Budget Narrative

Use Template E.1 for the School Budget for each SIG school the LEA intends to serve. The budget may be submitted in Excel format. Complete a separate budget template for each SIG school, for each year of the grant.

Template E.1

School Budget Narrative					
Put an X in the appropriate box.		**Priority School**		**Focus School**	
Name of School:			**Intervention:**		
School Budget Narrative for School Year _____ **Check one: ___ Pre-Implementation _____ Implementation Year 1, 2, 3 ___Sustainability** **Complete a separate form for each of the five budget years (SY 2016-2017, SY 2017-2018, SY 2018-2019, SY 2019-2020, SY 2020-2021) for which funds are being requested.**					
Line Item Category/Object	**Description**	**Explain how the expenditures address the implementation of the Required or Permissible Components and Pre-implementation activities of the Intervention Model.**	**Calculation**	**Total**	

Salaries & Wages				
Total Salaries and Wages				
Fixed Charges	**FICA**			
Total Fixed Charges				
Total Salaries and Wages _and_ Fixed Charges				
Contracted Services				
Total Contracted Services				

Supplies & Materials			
Total Supplies and Materials			
Other Charges			
Total Other Charges			
Equipment			
Total Equipment			
Total Costs			
Total Fixed Charges			
Total Requested			

E.2 LEA Budget Narrative

<table>
<tr><td colspan="4">LEA Budget Narrative

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

LEA _____   SY _____</td></tr>
<tr><td>Line Item Category/Object</td><td>Description</td><td>Calculation</td><td>Total</td></tr>
<tr><td>Salaries & Wages</td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Total Salaries and Wages</td><td></td></tr>
<tr><td>Fixed Charges</td><td>FICA</td><td></td><td></td></tr>
<tr><td colspan="3">Total Fixed Charges</td><td></td></tr>
</table>

Total Salaries and Wages _and_ Fixed Charges			
Contracted Services			
Total Contracted Services			
Supplies & Materials			
Total Supplies and Materials			
Other Charges			

Total Other Charges			
Equipment			
Total Equipment			
Total Costs			
Total Fixed Charges			
Total Requested			

E.3 Consolidated Budget Narrative

The Consolidated Budget Narrative must be completed by the <u>LEA</u>. 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, SY 2016-2017. MSDE will require a new consolidated budget on an annual basis.

Consolidated Budget Narrative LEA_____ School Year: _____		
Line Item Category/Object	**Description**	**Total**
Salaries & Wages		
Contracted Services		

Supplies & Materials		
Other Charges		
Equipment		

Total Costs *for participating schools and LEA*		
Total Fixed Charges *for participating schools and LEA*		
Total Requested *for participating schools*		

E.4 Summary of FY 2014 SIG Funding for Five Years of Implementation

	School Level Activities	LEA-Level Activities	Total Amount of Requested Funds
Pre-Implementation (SY 2016-2017):			
Year 1 (SY 2017-2018):			
Year 2 (SY 2018-2019):			
Year 3 (SY 2019-2020)			
Sustainability Year (SY 2020-2021)			
Total budget request:			

E.5 Proposed Budget C-1-25 –Submit the C-1-25 for the Pre-Implementation Year with the initial grant request.

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 2015-2016 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.
Approved amendment changes must be reflected in an updated intervention plan.

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

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

G. ADDITIONAL SIG IV GRANT SPECIFIC TERMS AND CONDITIONS

Cohort IV Title I 1003(g) School Improvement Grant

By accepting funds under this grant award the sub-grantee agrees to comply with the following terms and conditions:

1. The sub-grantee [LEA] will use its School Improvement Grant to implement fully and effectively an approved intervention model in each SIG school LEA commits to serve, consistent with the final SIG 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 SIG school that it serves with school improvement funds, and establish goals (approved by the SEA).
3. The sub-grantee, if it implements a restart model, 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 SIG requirements.
4. The sub-grantee will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
5. The sub-grantee will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
6. The sub-grantee will report to the SEA the school-level leading indicator data required under section III of the final requirements.
7. LEA will meaningfully engage families and the community in the implementation of the selected intervention models by conducting an annual assessment of the needs of families and the community. Based on the needs assessment, the LEA/school will develop strategies, to be included in the annual Title I family engagement plan to engage families and the community in activities that are designed to support classroom instruction, and increase student achievement. The plan shall include an annual budget, approved by families who attend the school.
8. The Grantee will demonstrate its strong commitment and capacity to implement fully and effectively the intervention models in its SIG schools by scheduling regular monthly LEA Central Support Team meetings with the Maryland State Department of

Education's SIG Leadership Team. In addition, the LEA will commit to holding no less than three regularly scheduled meetings with MSDE's SIG Leadership Team and the LEA's Turnaround Executive Support Team.

9. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

10. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failure of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

11. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

12. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

13. Entities receiving federal funds of $700,000 or more must have an annual financial and compliance audit in accordance with the Uniform Grant Guidance.

14. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

15. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.

16. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.

17. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

18. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

19. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or

omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

Superintendent of Schools/Head of Grantee Agency	**Date**

Appendix A.1

List of LEAs with Priority and Focus Schools

Priority Schools

1. Baltimore City
2. Baltimore County
3. Prince George's County

Focus Schools

1. Anne Arundel County
2. Baltimore County
3. Baltimore City
4. Calvert County
5. Caroline County
6. Charles County
7. Frederick County
8. Harford County
9. Howard County
10. Montgomery County
11. Prince George's County
12. Queen Anne's County
13. St. Mary's County
14. Talbot County

Appendix A.2

List of Eligible Schools as Identified by the SEA

Maryland's 2016-2017 Priority Schools

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Baltimore County	03	2400120	1351	Lansdowne Middle	240012000417	SW
Prince George's	16	2400510	1908	William Wirt Middle	240051001186	SW
Baltimore City	30	2400090	0010	James McHenry Elementary	24009000253	SW
Prince George's	16	2400510	0102	High Point High	240051001059	SW*
Baltimore City	30	2400090	0035	Harlem Park Elementary	240009000239	SW
Baltimore City	30	2400090	0037	Harford Heights Elementary	240009001153	SW
Baltimore City	30	2400090	0260	Frederick Elementary	240009001430	SW
Baltimore City	30	2400090	0125	Furman Templeton Preparatory Academy	240009000211	SW
Baltimore City	30	2400090	0122	The Historic Samuel Coleridge-Taylor Elementary	240009000309	SW
Baltimore City	30	2400090	0130	Booker T. Washington Middle	240009000160	SW
Baltimore City	30	2400090	0011	Eutaw-Marshburn Elementary	240009000196	SW
Baltimore City	30	2400090	0107	Gilmor Elementary	240009000221	SW
Baltimore City	30	2400090	0164	Arundel Elementary/Middle	240009000148	SW
Baltimore City	30	2400090	0231	Brehms Lane Elementary	240009000161	SW
Baltimore City	30	2400090	0204	Mary E. Rodman Elementary	240009000277	SW
Baltimore City	30	2400090	0430	Augusta Fells Savage Institute of Visual Arts	240009001387	SW
Baltimore City	30	2400090	0341	The Reach! Partnership School	240009001663	SW

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Baltimore City	30	2400090	0378	Baltimore I.T. Academy	240009000174	SW
Baltimore City	30	2400090	0210	Hazelwood Elementary/Middle	240009000241	SW
Baltimore City	30	2400090	0450	Frederick Douglass High	240009000209	SW
Baltimore City	30	2400090	0342	K.A.S.A. (Knowledge And Success Academy)	240009001665	SW*
Baltimore City	30	2400090	0422	New Era Academy	240009001559	SW
Baltimore City	30	2400090	0367	Baltimore Community High School	240009001679	SW
Baltimore City	30	2400090	0339	Friendship Academy of Engineering and Technology	240009001659	SW
Baltimore City	30	2400090	0427	Academy for College and Career Exploration	240009001381	SW
Baltimore City	30	2400090	0239	Benjamin Franklin High School at Masonville Cove	240009000157	SW

* Will operate a SW program beginning July 1, 2016

Appendix A.3
Maryland's 2016-2017 Focus Schools

LEA Name	LEA #	LEA NCES ID	School ID	School Name	NCES ID	T-1 Status
Anne Arundel County	02	2400060	4182	Germantown Elementary	240006000074	SW
Baltimore County	03	2400120	1409	Shady Spring Elementary	240012000474	SW
Baltimore County	03	2400120	0113	Chadwick Elementary	240012000357	SW
Baltimore County	03	2400120	1313	Halethorpe Elementary	240012000398	SW*
Baltimore County	03	2400120	0909	Pleasant Plains Elementary	240012000453	SW
Baltimore County	03	2400120	0810	Padonia International Elementary	240012090440	SW*
Calvert County	04	2400150	0208	Barstow Elementary	240015001655	SW*
Caroline County	05	2400180	0701	Ridgely Elementary School	240018000525	SW
Charles County	08	2400270	0604	Dr. Samuel A. Mudd Elementary School	240027000585	SW
Charles County	08	2400270	0302	Mt Hope/Nanjemoy Elementary School	240027001492	SW
Charles County	08	2400270	0611	Dr. Gustavus Brown Elementary	240027000584	SW*
Frederick County	10	2400330	0204	Lincoln Elementary	240033000649	SW
Frederick County	10	2400330	0222	Monocacy Elementary	240033001521	SW
Frederick County	10	2400330	0210	North Frederick Elementary	240033000645	SW
Frederick County	10	2400330	0916	Spring Ridge Elementary	240033090472	SW
Frederick County	10	2400330	2306	Orchard Grove Elementary	240033000807	SW*
Harford County	12	2400390	0211	G. Lisby Elementary at Hillsdale	240039000700	SW
Harford County	12	2400390	0632	Havre de Grace Elementary	240039000695	SW
Howard County	13	2400420	0612	Phelps Luck Elementary	240042000749	SW
Howard County	13	2400420	0515	Running Brook Elementary	240042000751	SW
Howard County	13	2400420	0609	Talbott Springs Elementary	240042000756	SW

Howard County	13	2400420	0618	Laurel Woods Elementary	240042000761	SW
Howard County	13	2400420	0103	Deep Run Elementary	240042090448	SW
Howard County	13	2400420	0514	Longfellow Elementary	240042000742	SW
Howard County	13	2400420	0517	Swansfield Elementary	240042000755	SW
Montgomery County	15	2400480	0779	Sargent Shriver Elementary	240048001537	SW
Montgomery County	15	2400480	0553	Gaithersburg Elementary	240048000836	SW
Montgomery County	15	2400480	0766	Oak View Elementary	240048000887	SW
Montgomery County	15	2400480	0777	Weller Road Elementary	240048000946	SW
Montgomery County	15	2400480	0305	Jackson Road Elementary	240048000854	SW
Montgomery County	15	2400480	0771	Rolling Terrace Elementary	240048000913	SW
Montgomery County	15	2400480	0559	Brown Station Elementary	240048000792	SW
Prince George's County	16	2400510	2011	Charles Carroll Middle	240051001004	SW
Prince George's County	16	2400510	1601	Hyattsville Elementary	240051001065	SW*
Prince George's County	16	2400510	1234	Oxon Hill Middle	240051001471	SW
Queen Anne's County	17	2400540	0503	Grasonville Elementary School	240054001193	SW*
St. Mary's County	18	2400600	0804	Lexington Park Elementary	240060001230	SW
Talbot County	20	2400630	0104	Easton Elementary	240063001244	SW
Baltimore City	30	2400090	0243	Armistead Gardens Elementary	240009000147	SW
Baltimore City	30	2400090	0327	Patterson Park Public Charter School	240009001480	SW
Baltimore City	30	2400090	0047	Hampstead Hill Academy	240009000234	SW

* Will operate a SW program beginning July 1, 2016.

Sample Letter of Intent

[Insert Date]

Ms. Kristina Kyles-Smith
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. Kyles-Smith:

This letter serves to notify you of our intent to submit a Request for Proposal (RFP) for the 2015-2016 Title I 1003(g) School Improvement (*competitive*) Grant. The original (*hard copy*) RFP will be completed and submitted to the Maryland State Department of Education by **August 12, 2016.**

We understand that the purpose of the Title I 1003(g) School Improvement Grant (SIG) is to give SIG funds to 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 SIG schools to meet the goals. I also understand that the regulatory requirements further defines local education agencies (LEAs) for SIG funds as being 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 funds for this award are competitive and will be awarded to the 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 student in their lowest performing Title I schools. Proposals will be scored on a point system. MSDE will award funding for up to five schools. The Notice of Grant Award will be processed upon approval of the proposal.

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

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**

114

(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

116

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.

State Determined Model: Maryland's Turnaround Principles

Maryland's State-determined model meets the definition of whole-school reform model:

A whole-school reform model is a model that is designed to:
(a) Improve student academic achievement or attainment;
(b) Be implemented for all students in a school; and
(c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
    1. School leadership
    2. Teaching and learning in at least one full academic content area (including professional learning for educators).
    3. Student non-academic support.
    4. Family and Community Engagement

Early Learning Intervention Model

An LEA implementing the early learning intervention model in an elementary school must—
(1) Implement each of the following early learning strategies—
(A) Offer full-day kindergarten;
(B) Establish or expand a high-quality preschool program;
(C) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions.
(2) Replace the principal who led the school prior to commencement of the early learning model;
(3) Implement the same rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that the Department proposes to require under the transformation model;
(4) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
(5) 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable;
(6) Use data to identify and implement an instructional program that (a) is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards and (b) in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
(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 educational and developmental needs of individual students; and
(8) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (*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 implement successfully school reform strategies.

Maryland included the components of the a "high-quality preschool program" in its model. [6] Under this definition, "high-quality preschool program" would mean an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

(1) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;

(2) High-quality professional development for all staff;

(3) A child-to-instructional staff ratio of no more than 10 to 1;

(4) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (1) of this definition;

(5) A full-day program;

(6) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(7) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and development standards, for at least the year prior to kindergarten entry;

(8) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(9) Instructional staff salaries that are comparable to the salaries of local kindergarten through grade 12 (K-12) instructional staff;

(10) Program evaluation to ensure continuous improvement;

(11) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; and

(12) Evidence-based health and safety standards.

Evidence-Based, Whole-School Reform Model

Is supported by evidence of effectiveness, which must include at least one study of the model that—

    A. Meets What Works Clearinghouse evidence standards with or without reservations;

    B. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and

    C. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);

4. Is a whole-school reform model as defined in these requirements; and

5. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

- USED identified and posted on its website, models that were found to have met the requirements of the evidence-based, whole-school reform model.   The websites will be provided to the LEAs via the LEA application.

- Information on the website includes a narrative description of each model, the narrative description and at least one study meeting What Works Clearinghouse standards that were submitted in response to the calls for evidence. An LEA that chooses to apply to its SEA for SIG funds to implement an evidence-based, whole-school reform model must select from among those models listed below.

Proprietary Strategies

Success for All
- Success for All Narrative Description [PDF (246 KB)]
- Success for All Evidence [PDF (2 MB)]

Institute for Student Achievement (ISA)
- ISA Whole School Reform Narrative [PDF (132 KB)
- ISA Evidence [PDF (957 KB)]

Positive Action
- Positive Action Strategy Narrative [PDF (147 KB)]
- Positive Action's Response to Questions from the Department [WORD (40 KB)]
- Positive Action Evidence [PDF (1 MB)]

Non-Proprietary Strategies

Small Schools of Choice
- Small Schools of Choice Narrative [PDF (219 KB)]
- Small Schools of Choice Evidence [PDF (2 MB)]

Related Definitions from the USDE School Improvement Grant Application

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

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

Appendix D: **Reviewer Tool for SIG LEA Application**

The following Reviewer's Tool will be used to review and score all components of the SIG IV LEA application. The SIG Lead Program Specialists will assemble review panels and facilitate the review of all submitted applications. Prior to panel review, applications will be screened for submission requirements. Those applications that do not meet the submission requirements will not be scored or considered.

The following process will be followed by the review panel(s):

Panel members will receive training prior to reviewing applications.

> **1. Individual panel members will read and score each assigned application independently.**

> **2. A team of reviewers will meet to reach consensus on the completeness and approvability of each component of the application.**

> **3. The panelist will keep notes pertaining to each section of the review.**

> **4. Applications with the highest scores will be awarded a SIG IV grant. MSDE will serve no more than 5 schools with these funds.**

> **5. Priority points will be awarded to those LEAs that choose to implement the state approved model.**

Appendix D

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
1. LEA identified each Priority/Focus school it commits to serve.	There is limited discussion or missing components	There is some discussion or limited evidence	There is sufficient discussion and evidence.	There is ample discussion and evidence.	
2. If an LEA is not applying to serve each Priority school, the LEA has explained why it lacks the capacity to serve all eligible schools.	There is limited discussion or missing components	There is some discussion or limited evidence	There is sufficient discussion and evidence.	There is ample discussion and evidence.	
3.Need Assessment: Student Profile Information	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.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
4. Need Assessment: Staff Profile	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.	
5.Needs Assessment: Student Achievement	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.	
6. Needs Assessment: Rigorous Curriculum	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.	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
6. Needs Assessment: Instructional Program	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.	
7. Needs Assessment: Assessments	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.	
9. Needs Assessment: School Culture and Climate	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.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
10. Needs Assessment: Student, Family and Community Support	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.	
11. Needs Assessment: Professional Development	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.	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
12. Needs Assessment: Organizational structure and resources	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.	
13. Needs Assessment: Comprehensive and Effective Planning	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	
14. Needs Assessment: Effective Leadership	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.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
15. Model Selection: Turnaround Model	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.	
16. Model Selection: Restart Model	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.	
17. Model Selection: School Closure Model	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.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
18. Model Selection: Transformation Model	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.	
19. Model Selection: Early Learning Model	There is limited evidence about plans for school(s) that will be implementing the Early Learning Model.	There is some evidence about plans for school(s) that will be implementing the Early Learning Model.	There is sufficient evidence about plans for school(s) that will be implementing the Early Learning Model.	There is ample evidence about plans for school(s) that will be implementing the Early Learning Model.	
20. Model Selection: State Approved Model, Turnaround Principles	There is limited evidence about plans for school(s) that will be implementing the State Approved Model.	There is some evidence about plans for school(s) that will be implementing the State Approved Model.	There is sufficient evidence about plans for school(s) that will be implementing the State Approved Model.	There is ample evidence about plans for school(s) that will be implementing the State Approved Model.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
21. Model Selection: Whole School Reform Model	There is limited evidence about plans for school(s) that will be implementing the Whole School Reform Model.	There is some evidence about plans for school(s) that will be implementing the Whole School Reform Model.	There is sufficient evidence about plans for school(s) that will be implementing the Whole School Reform Model.	There is ample evidence about plans for school(s) that will be implementing the Whole School Reform Model.	
22. Family and Community Input: For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention	There is limited discussion and evidence that the LEA has taken into consideration family and community input in selecting the intervention	There is some discussion and evidence that the LEA has taken into consideration family and community input in selecting the intervention	There is sufficient discussion and evidence that the LEA has taken into consideration family and community input in selecting the intervention	There is ample discussion and evidence that the LEA has taken into consideration family and community input in selecting the intervention	
23. Requirements Captured in the Implementation Plan/Model: The LEA must described actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the	There is limited discussion and evidence that the LEA has taken actions or will take actions, to design and implement a plan consistent with	There is some discussion and evidence that the LEA has taken actions or will take actions, to design and implement a plan consistent with	There is sufficient discussion and evidence that the LEA has taken actions or will take actions, to design and implement a plan consistent with	There is ample discussion and evidence that the LEA has taken actions or will take actions, to design and implement a plan consistent	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.	the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.	the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.	the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.	with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.	
24. LEA Capacity: The LEA must described actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has	There is limited or no discussion and evidence to demonstrate that the LEA described actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school	There is some discussion and/or evidence to demonstrate that the LEA described actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school	There is adequate discussion and/or evidence to demonstrate that the LEA described actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school	There is ample discussion and/or evidence to demonstrate that the LEA described actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
selected on the first day of the first school year of full implementation.	identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.	identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.	identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.	identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.	
25.External Providers: The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.	There is limited or no discussion and evidence to demonstrate that the LEA described actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality,	There is some discussion and/or evidence to demonstrate that the LEA described actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality,	There is adequate discussion and/or evidence to demonstrate that the LEA described actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality,	There is ample discussion and/or evidence to demonstrate that the LEA described actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
	and regularly review and hold accountable such providers for their performance.	and regularly review and hold accountable such providers for their performance.	and regularly review and hold accountable such providers for their performance.	quality, and regularly review and hold accountable such providers for their performance.	
26.Alignment of Resources: The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.	There is limited discussion and/or evidence the LEA described actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.	There is some discussion and/or evidence the LEA described actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.	There is adequate discussion and/or evidence the LEA described actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.	There is ample discussion and/or evidence the LEA described actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
27. Modify Practices/Policies: The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.	There is limited discussion and/or evidence the LEA described actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.	There is some discussion and/or evidence the LEA described actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.	There is adequate discussion and/or evidence the LEA described actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.	There is ample discussion and/or evidence the LEA described actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.	
28. Oversight and Monitoring: The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA	There is limited discussion and/or evidence the LEA described how it will provide effective oversight and support for implementation of the selected intervention for	There is some discussion and/or evidence the LEA described how it will provide effective oversight and support for implementation of the selected	There is adequate discussion and/or evidence the LEA described how it will provide effective oversight and support for implementation of the selected	There is ample discussion and/or evidence the LEA described how it will provide effective oversight and support for implementation of the selected	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
turnaround office).	each school it proposes to serve via the CST and TEST.	intervention for each school it proposes to serve via the CST and TEST.	intervention for each school it proposes to serve via the CST and TEST.	intervention for each school it proposes to serve via the CST and TEST.	
29.Meaningful Family Engagement: The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.	There is limited discussion and/or evidence the LEA described how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.	There is some discussion and/or evidence the LEA described how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.	There is adequate discussion and/or evidence the LEA described how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.	There is ample discussion and/or evidence the LEA described how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
30.Sustain Reforms: The LEA must describe how it will sustain the reforms after the funding period ends.	There is limited discussion and/or evidence the LEA described how it will sustain the reforms after the funding period ends.	There is some discussion and/or evidence the LEA described how it will sustain the reforms after the funding period ends.	There is adequate discussion and/or evidence the LEA described how it will sustain the reforms after the funding period ends.	There is ample discussion and/or evidence the LEA described how it will sustain the reforms after the funding period ends.	
31.Evidence Based Strategies: The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.	There is limited discussion and/or evidence the LEA described how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.	There is some discussion and/or evidence the LEA described how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.	There is adequate discussion and/or evidence the LEA described how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.	There is ample discussion and/or evidence the LEA described how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
32. Annual Goals: The LEA must describe how it will monitor each priority and focus school that receives school improvement funds including by a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and, b. Measuring progress on the leading indicators as defined in the final requirements.	There is limited discussion and/or evidence the LEA described how it will monitor each priority and focus school that receives school improvement funds including by • Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and, • Measuring progress on the leading indicators as defined in the final requirements.	There is some discussion and/or evidence the LEA described how it will monitor each priority and focus school that receives school improvement funds including by • Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and, • Measuring progress on the leading indicators as defined in the final requirements.	There is adequate discussion and/or evidence the LEA described how it will monitor each priority and focus school that receives school improvement funds including by • Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and, • Measuring progress on the leading indicators as defined in the final requirements.	There is ample discussion and/or evidence the LEA described how it will monitor each priority and focus school that receives school improvement funds including by • Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and, • Measuring progress on the leading indicators as defined in the final requirements.	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
33. Accountability for External Providers: An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.	There is limited discussion and/or evidence the LEA described how it will hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.	There is some discussion and/or evidence the LEA described how it will hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.	There is adequate discussion and/or evidence the LEA described how it will hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.	There is ample discussion and/or evidence the LEA described how it will hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.	
34. Pre-Implementation: For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how	There is limited discussion and/or evidence how the LEA intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an	There is some discussion and/or evidence how the LEA intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an	There is adequate discussion and/or evidence how the LEA intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an	There is ample discussion and/or evidence how the LEA intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
those activities will lead to successful implementation of the selected intervention.	eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.	eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.	eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.	eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.	
35. Rural Education Assistance: For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it					

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
will meet the intent and purpose of that element.					

36.   Implementation: Whole School Reform Model: For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will:
    a.Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
    b. Partner with a whole
	There is limited discussion and/or evidence the LEA described how it will:
	--Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
	--Partner with a whole school reform model
		There is limited discussion and/or evidence the LEA described how it will:
		--Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
		    --Partner with a whole school reform model
			There is limited discussion and/or evidence the LEA described how it will:
			--Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
			    --Partner with a whole school reform model
				There is limited discussion and/or evidence the LEA described how it will:
				--Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
				    --Partner with a whole school	

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
school reform model developer, as defined in the SIG requirements.	developer, as defined in the SIG requirements.	developer, as defined in the SIG requirements.	developer, as defined in the SIG requirements.	reform model developer, as defined in the SIG requirements.	
37. Implementation: Restart Model: For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.	There is limited discussion and/or evidence the LEA described how it will: implement the restart model in one or more eligible schools and the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has	There is some discussion and/or evidence the LEA described how it will: implement the restart model in one or more eligible schools and the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has	There is adequate discussion and/or evidence the LEA described how it will: implement the restart model in one or more eligible schools and the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has	There is ample discussion and/or evidence the LEA described how it will: implement the restart model in one or more eligible schools and the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
	selected or will select to operate or manage the school or schools.	selected or will select to operate or manage the school or schools.	selected or will select to operate or manage the school or schools.	selected or will select to operate or manage the school or schools.	
38. Timeline: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.	There is limited discussion and/or evidence the LEA included a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.	There is some discussion and/or evidence the LEA included a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.	There is adequate discussion and/or evidence the LEA included a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.	There is ample discussion and/or evidence the LEA included a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.	
39. Tier II : For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the					

SIG IV Scoring Tool

Descriptive Information	There is limited discussion or missing components (0)	There is some discussion or limited evidence (1)	There is sufficient discussion and evidence. (2)	There is ample discussion and evidence. (3)	Total Score
school will implement. N/A in Maryland.					
40. Tier III: 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. N/A in Maryland.					
41. Consolidated Budget: The LEA has provided a combined budget that indicates the amount of school improvement funds the LEA will use for each year .	The LEA has did not provide a combined budget that indicates the amount of school improvement funds the LEA will use for each year .	The LEA provided a limited combined budget that indicates the amount of school improvement funds the LEA will use for each year .	The LEA provided an adequate combined budget that indicates the amount of school improvement funds the LEA will use for each year .	The LEA provided a very comprehensive combined budget that indicates the amount of school improvement funds the LEA will use	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
				for each year .	
42. Requested Funding: The LEAs budget does not exceed the number schools the LEA intends to serve, multiplied by $2,000,000.	The LEAs budget exceeds the number schools the LEA intends to serve, multiplied by $2,000,000.			The LEAs budget does not exceed the number schools the LEA intends to serve, multiplied by $2,000,000.	
43. Signed Budget: The LEA has includes a signed MSDE C-1-25 Budget form.	The LEA did not includes a signed MSDE C-1-25 Budget form.			The LEA has included a signed MSDE C-1-25 Budget form.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
44. School Budgets: The LEA has provided detailed individual school budgets that indicate the amount of school improvement funds the LEA will use for each year to implement the selected model or activities described in each school's plan.	The LEA has not provided detailed individual school budgets that indicate the amount of school improvement funds the LEA will use for each year to implement the selected model or activities described in each school's plan.	The LEA has provided an incomplete set of individual school budgets that indicate the amount of school improvement funds the LEA will use for each year to implement the selected model or activities described in each school's plan.	The LEA has provided adequately detailed individual school budgets that indicate the amount of school improvement funds the LEA will use for each year to implement the selected model or activities described in each school's plan.	The LEA has provided comprehensive and detailed individual school budgets that indicate the amount of school improvement funds the LEA will use for each year to implement the selected model or activities described in each school's plan.	
45. GEPA requirements are submitted	GEPA documents not submitted.			GEPA documents submitted.	

SIG IV Scoring Tool					
Descriptive Information	**There is limited discussion or missing components (0)**	**There is some discussion or limited evidence (1)**	**There is sufficient discussion and evidence. (2)**	**There is ample discussion and evidence. (3)**	**Total Score**
46. Signed Assurances and Commitment forms are submitted	Signed Assurances and Commitment forms not submitted.			Signed Assurances and Commitment forms are submitted	
47. Priority Points: LEA chose to implement the State Approved Model.				Maryland's Turnaround Principles Model will be implemented	

SIG IV Reviewer's Comments		
Name of Reviewer:	**Date Reviewed:**	**LEA Reviewed:**
Item Number	**Comments**	**Score**
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Total Score		

Reviewer's Signature and Date: _____

Appendix E

Annual Goals Matrix for Schools

An LEA will submit a culminating matrix for each school receiving School Improvement Grant funds. This matrix will include each of the identified goals established for the 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 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:

LEA: **Name of School:**   **Intervention Model**:
Goal #1:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):
Goal #2:
Met/Partially Met/Not Met:
Supporting Data:
Modifications (if needed):

Appendix F

2015-2016 Title I Committee of Practitioners Roster

Name & Title	School System/ Organization	E-mail
1. Mrs. Elizabeth Ysla Leight President, Maryland PTA	Parent Maryland PTA	Presidentelect@mdpta.org
2. Barbara Baker, Assistant Superintendent of Educational Services	Garrett County	Barbara.baker@garrettcountyschools.org
3. Mrs. Deann M. Collins, Director, Div. of Title I Programs	Local School System Montgomery County Public Schools	Deann_M_Collins@mcpsmd.org
4. Dr. Felicia Lanham Tarason, Director, Title I Programs	Baltimore County Public Schools	flanhamtarason@bcps.org
5. Dr. Debra Mahone, Director of State and Federal Programs	Local School System Prince George's County Public Schools	dmahone@pgcps.org
6. Ms. Tracey J. Adesegun, Title I Coordinating Supervisor	Alternate; Local School System Prince George's County Public Schools	adesegun@pgcps.org
7. Ms. Julia Rogers, Director, Government Funded Programs	Non-Public/Private Schools Archdiocese of Baltimore	jrogers@archbalt.org
8. Ms. Susan Shaffer, Executive Director	MAEC Mid-Atlantic Equity Center	sshaffer@maec.org
9. Mr. Vernon Thompson, Automotive Instructor	Vocational Education Harford Technical H.S.	vernon.thompson@hcps.org

Name & Title	School System/ Organization	E-mail
10. Dr. Caroline Walker, Director of Curricular Programs, Elementary and PreK-12	Local School System Howard County Public Schools	caroline_walker@hcpss.org
11. Mr. Robert Wells, Board Member	LEA Board Member 11966 Jeffrey Ln.	robertw12@comcast.net Cell: (443) 235-1799
12. Ms. Beth Sheller, Family Involvement Speacialist	Wicomico County Public Schools	msheller@wcboe.org
13. Walter Reep, Principal	Prince George's County	Walter.reap@pgcps.org
14. Dr. Kathleen Wallis, Supervisor of Elementary Schools/Title I Program	Carroll County	kmwalli@carrollk12.org
15. Dr. Tawnya Mckee Title I Parent	Montgomery County	mckeeta@mail.nih.gov
16. Ms. Katrina Kickbush Title I Teacher	Baltimore City	KKickbush@bcps.k12.md.us
17. John McGinnis, PPS/SW – Student Services	Maryland State Department of Education	John.mcginnis@maryland.gov
18. Valerie Ashton-Thomas, Homeless and N&D Coordinator	Maryland State Department of Education	valerie.ashton-thomas@maryland.gov
19. Ilhye Yoon, Title III Specialist	Maryland State Department of Education	Ilhye.yoon@maryland.gov

Name & Title	School System/ Organization	E-mail
20. Maria Lamb, Director, Program improvement and Family Support	Maryland State Department of Education	Maria.lamb@maryland.gov
21. Young-chan Han Family Involvement/ Title I Specialist	Maryland State Department of Education	Young-chan.han@maryland.gov

Appendix G

Title I Committee of Practitioners (COP)
Conference Call - Meeting Notes
May 3, 2016 (1:00-2:00 p.m.)

Members Present: Caroline Walker (Chairperson), Deann Collins, Tawnya McKee, Beth Sheller, Valerie Ashton-Thomas, Young-chan Han, Maria Lamb, Tina McKnight, Nola Cromer

Welcome/Introductions/Roll Call: Carolina Walker welcomed and thanked everyone for joining the conference call and explained the purpose of the call. The COP members will hear from MSDE staff on the overview of the Maryland's 2015 and 2016 SY, School Improvement Grant Application (1003g) for both LEA and SEA applications and the members will have an opportunity to ask questions and comment on the draft. Attendance was taken by Young-chan Han and confirmed 5 COP participated in the call.

Overview of the Maryland's School Improvement Grant Application (SIG) (1003g) Fiscal Year 2015 and 2016:

Maria gave a brief overview of the purpose of the Maryland's SIG Application (1003g), and the availability of the funds and submission information.

Tina gave an overview of the Part 1: SEA Requirements and highlighted each section including Eligible Schools for SEAS approved for ESEA flexibility; State Determined Model; Evaluation Criteria, LEA Budgets; Timeline for Approving LEA Applications; Descriptive Information; SEA Reservation; and Waivers.

Nola provided an overview of the Part II: LEA Requirements and highlighted each section including:

- Program Description/ Purpose of the Title I Section 1003 (g) School Improvement Grant
- Comprehensive Needs Assessment – there must be a tie between prioritized needs with activities on the plan.
- Pre-Implementation Plan/Activities
- Timeline for LEA monitoring
- Intervention Model Selection and Descriptive Information
- LEA Commitments and Capacity
  - LEA's Central Support Team (CST)
  - Turnaround Executive Support Team (TEST)
- School and LEA Budget Narrative
- Reviewer's Tools for the Application – aligns with grant application

Members were given the opportunity to ask questions and provide comments after the overview.

Maria fielded questions from several committee members for both SEA and LEA applications regarding the use of funds; eligible schools; LEA's and SEA's technical assistance to schools; application process; parent engagement related to schools with large immigrant population; and building capacity across the district. Two committee members who could not participate in the conference call submitted their comment forms. One committee member who participate in the call also submitted additional comments.

Wrap up: Young-chan Han thanked everyone for their participation on the conference call and encouraged participants to forward any questions or comments to MSDE by Friday, May 6th.

Written Comments by the COP are attached as a separate PDF.

Appendix H
Public Notice and Comment

Insert here
See attached PDF of notice. No written or oral comments were received as of May 23, 2016. If any comments are received by MSDE, they will be forwarded to USED.

SIG School/LEA Consultant/Contractor Planning Form (Optional for LEA use)

LEA and schools should use this form in their planning phase if outside consultants and contractors will be contracted to implement intervention strategies. LEA must sign off on all contract deliverables.

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1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:

2. Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:

3. Has the consultant/contractor been contacted for their availability of services? _____Yes _____No

4. Has the consultant/contractor tentatively agreed to provide the services to the school? _____ Yes _____No

5. What is the consultant's /contractor's fee?(Provide a summary breakdown): _____

6. Describe the specific evidenced-based services that will be included in the contract (include the following):

    a) Number of professional development hours per day and per week committed to the school:
    b) Number of planning hours committed to the school:
    c) Proposed start/end dates:
    d) Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.:
    e) Type of support the consultant will provide to the school to monitor implementation of professional development:
    f) Type of support to the school to evaluate the success of the professional development:
    g) Monitoring tool and/or evaluation rubric: