



# Maine Department of Education

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

*Elementary and Secondary Education Act*

## 2014 Maine LEA School Improvement Grant Application



**Intent to Apply Due: March 28, 2014**

**Full Application Due: May 16, 2014**

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

**Purpose of the Program**

Title I School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools demonstrating the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to meet annual measurable objectives and to exit priority status. Under the final requirements published in the Federal Register in December 2009, school improvement funds are to be focused on each State's persistently lowest-achieving Title I schools, identified as Priority status under Maine's approved ESEA Accountability plan. In the Title I Priority schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

**State and LEA Allocations**

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

**Availability of Funds**

FY 2014 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2017. Maine has requested a waiver of the period of availability to permit the LEAs to obligate the funds through September 30, 2017.

**School Improvement Grant Guidance**

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and have one or more schools that qualify under the MDOE definition of a Priority school;
- serve each Priority school unless the LEA demonstrates that it lacks sufficient capacity to undertake one of these rigorous interventions in each Priority school, in which case the LEA must indicate the Priority schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Priority in which it does not implement one of the four interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants;
- determine a budget for each Priority school it commits to serve consisting of an amount which is of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of the Final Requirements for School Improvement Grants. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA;
- ensure that each Priority schools it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- meet the requirements with respect to ESEA accountability requirements outlined in Maine's approved ESEA accountability plan.

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

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

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

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

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

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

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

A Maine DOE review team, comprised of Maine DOE staff and Title I school improvement consultants knowledgeable about school improvement/reform with no conflicts of interest, will review applications submitted by the posted due date (May 16, 2014). The reviewers will read each application and score it independently. Reviewers will use appropriate scoring rubrics (see Maine LEA SIG Application Appendix E page 25-30 to determine both compliance with the Title I 1003(g) SIG guidance, and whether or not sufficient description and evidence has been provided. They will meet and provide additional feedback based on consensus. Application scores and feedback will be provided to the LEA within ten days of the submission.

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

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

**LEA Application and Grant Approval Timeline:**

D1) LEA Application and Grant Approval Timeline:

March 19 <sup>th</sup>	Conference call with LEAs having eligible schools to review the process
March 28 <sup>th</sup>	LEA submits intent to apply and request for grant to support proposed planning activities (Planning grant is optional and funded with 1003(g) Administrative funds)
March 31 <sup>st</sup> –April 4 <sup>th</sup>	MDOE review and approval of LEA proposed planning grants
May 16 <sup>th</sup>	Complete LEA application due
May 19 <sup>th</sup> -30 <sup>th</sup>	Application review
June 1 <sup>st</sup>	LEA grants awarded following MDOE approval
Summer 2014	LEA begins pre-implementation activities
Fall 2014	LEA begins full implementation of grant and intervention model

**Application Submission Information**

Paperwork Required:

- Submit an intent to apply (page a) and planning grant template (page b) by March 28<sup>th</sup>.
- Submit a complete application electronically to [janice.bunnell@maine.gov](mailto:janice.bunnell@maine.gov) and one hard copy to the ESEA/NCLB Clearinghouse office (address below) by May 16th.

Format:

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

Due Dates:

- Intent to apply/planning grant applications must be received at the Maine DOE by 4:00 pm no later than March 28, 2014.
- Complete grant applications must be received at the Maine DOE by 4:00 pm no later than May 16, 2014.

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

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

**2014 Maine LEA School Improvement Grant Application**

February 2014

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

### **Eligible LEAs/Schools**

The USED guidance required Maine DOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the USED SIG guidance, each Maine school’s annual New England Comprehensive Assessment Program (NECAP), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2010-11, 2011-12 and 2012-13 with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2010-11 to 2011-12 and from 2011-12 to 2012-13. The two rates were then totaled. All schools in the state were then rank ordered by the rate of progress to determine the state median. Schools meeting the criteria set by USED were then reviewed for eligibility. See *Appendix A* for an overview of the school selection process.

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

### **Required Intervention Models for Priority Schools**

Priority schools **must** implement one of the following four models outlined by the USED:

#### **1) Turnaround Model**

A turnaround model is one in which an LEA must:

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

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

## 2) Restart Model

A restart model is one in which an LEA must:

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

## 3) School Closure Model

School closure model is one in which the LEA must:

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

## 4) Transformation Model

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

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

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

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

ii) *Comprehensive instructional reform strategies* section:

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

In secondary schools—

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

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

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

- An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:
  - Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
  - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
  - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
  - Expanding the school program to offer full-day kindergarten or pre-kindergarten.
  
- iv) Providing operational flexibility and sustained support section:*
  - Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
  - Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
  - An LEA may also implement other strategies for providing operational flexibility and intensive support, such as:
    - Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
    - Implementing a per-pupil school-based budget formula that is weighted based on student needs.

### **Questions**

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

## Intent to Apply & Planning Grant Application 2014

**LEA/District: Harmony Elementary School**

**District Mailing Address:**  
 18 Main Street  
 PO Box 100  
 Harmony, ME 04942

**Phone: (207)683-2211**

**Fax: (207)683-5241**

**E-Mail: cstreznewski@aos94.org**

**Superintendent Name:**

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

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

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

ELIGIBLE SCHOOL NAME	Planning to Apply
Harmony Elementary School	Yes

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

Cynthia M. Streznewski

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

**Work Phone: (207)683-2211**

**Fax: (207)683-5241**

**E-Mail: cstreznewski@aos94.org**

### LEA Improvement Planning Committee Members

Name	Group representing <small>(School staff, district staff, parents, or outside expert/facilitator)</small>
Cynthia M. Streznewski	Principal
Kevin Jordan	Superintendent
Lisa Rice, Audrey Booker, Karen Stutsman, Patricia Johnson, Keith Magoon, Onie Lougee, Lawrence Wentworth	School Board
Ken Campbell, Crystal Rollins, Tom Meyers, Jessica MacDonald, Lori Poirier, Barbara Kafka, April Spencer	Staff
Noelle Loupin, Mary Bussell, Teresa Pratt	Parents

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

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources
Consultation with other SIG schools and Grant Writing Assistance	Principal	Approved SIG Submission	4/1/14	5/17/14	\$1,000
Visitations to other schools using unique Instructional Methods	Principal and Staff	School Board Approved Instructional Model and Needs Assessment/Rationale for Selected Model	4/1/14	5/17/14	\$1,000
Consultation with Stakeholders to develop an ongoing mechanism for community and family engagement	Principal and Staff	SIG Planning Committee develops an approved SIG Submission	4/1/14	5/17/14	\$1,000

# MAINE DEPARTMENT OF EDUCATION



## Title I, Part A Section 1003(g) of the Elementary and Secondary Education Act 2014 School Improvement Grant Application

NAME OF UNIT Harmony Elementary School  
City, Town, SAD or CSD

UNIT ADDRESS 18 Main Street  
PO Box 100  
Harmony, ME 04942

TELEPHONE # (207)683-2211

FAX # (207)683-5241

E-MAIL cstrezniewski@aos94.org

NAME OF APPLICATION  
CONTACT PERSON Cynthia Strezniewski

SCHOOL/DISTRICT OFFICE AOS#94

ADDRESS 175 Fern Road, Suite 1

TELEPHONE # (207)924-6000

FAX # (207)924-7660

E-MAIL cstrezniewski@aos94.org

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

\_\_\_\_\_  
Signature, Superintendent of Schools

\_\_\_\_\_  
Date

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

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

**Intent to Apply Due: March 28, 2014**  
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LEA Improvement Planning Committee Members	
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Noelle Loupin, Mary Bussell, Teresa Pratt	Parents

**A. SCHOOLS TO BE SERVED:**

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

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		turnaround	restart	closure	transformation
Harmony Elementary School	230633000167				<input type="checkbox"/>

Complete each sections B-C for each Title I Priority school to be served.

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

**LEA NARRATIVE (Insert response here):**

**Student Achievement:**

**Adequate Yearly Progress:**

School Year	Reading	Mathematics	Attendance	Status
2005-2006	Yes(CI)	Yes(CI)	96%	Yes(CI)
2006-2007	Yes(CI)	Yes(CI)	95%	Yes(CI)
2007-2008	Yes(CI)	Yes(CI)	96%	Yes(CI)
2008-2009	Yes(CI)	Yes(CI)	96%	Yes(CI)
2009-2010	No	No	96%	No

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<b>2010-2011</b>	Pending(SH)	Pending(SH)	95%	Pending(SH)
<b>2011-2012</b>	Pending(SH)	Pending(SH)	94%	Pending(SH)
<b>2012-2013</b>	No	No	96%	No
<b>2013-2014</b>	No	No	94%	No

Yes(CI) - Group meets the requirement using confidence interval

Pending(SH) - Pending Maine Department of Education calculation for Safe Harbor

**NECAP:**

<i>Percent Proficient</i>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>
<b>2009</b>	53%	36%	
<b>2010</b>	52%	39%	25%
<b>2011</b>	53%	39%	32%
<b>2012</b>	46%	25%	24%
<b>2013</b>	52%	26%	6%

**MEA Science:**

<i>Percent Proficient</i>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Science</b>	61%	65%	75%	62%	56%

**Curriculum and Instruction:**

Harmony Elementary School uses the Atlas Curriculum planner in conjunction with AOS94 to plan and document curriculum. In general, curriculum varies greatly from classroom to classroom and teacher to teacher. Our instructional priorities include aligning both English Language Arts (ELA) and Mathematics (Math) PK-8. We will be creating instructional teams for both the lower and upper grades. These teams will be balanced with teachers strong in both ELA and Math, while sharing the other disciplines.

**Professional Development:**

Professional Development will be a major component for change in instructional practice at Harmony Elementary School. Each school year there are five workshop days for teachers that include professional development on curriculum, instruction and technology integration. This past fall Harmony staff went to the Association of Computer Technology Educators of Maine (ACTEM) conference in Augusta to improve the integration of technology throughout the school. The Curriculum Coordinator for AOS94 provides individualized assistance to teachers using the ATLAS curriculum planner throughout the school year.

**Family and Community Involvement:**

Harmony has a defunct Parent Teacher Kid (PTK) association. In the past this group was formed to purchase new playground equipment and scholarships for graduating Harmony high school students. As part of our year one Priority School indicators, we are working with to organize parents and community members into an Advisory Council for the school. This group will help guide and support us in the transformation of our educational community. In March 2014, Harmony held its first Academic Night organized by teachers and student volunteers to highlight independent educational projects developed for parents and community members. We hope to make this an annual event that will grow in capacity each year.

**School Context and Organization:**

Harmony Elementary School is a stand-alone rural K-8 school in Somerset County. The Harmony School Department is part of Alternative Organization Structure #94 (AOS94) in Dexter, Maine. Many Harmony students are living in generational poverty. There is also an Early Bird program for 4 year olds at Harmony Elementary School. The one story building was constructed in two phases. The original building was built in 1974 with an addition constructed in 1989. Our current enrollment is 80 students. Additionally, our main subgroups show that 69% of our students are economically disadvantaged and 67% receive Free and Reduced Lunch.

Harmony currently has 5 classroom teachers, 1 special education teacher, and 1 Title I/II teacher. All are certified and highly qualified by NCLB standards. Our current students are divided into K-2, 3-4, 5-6, 7 and 8 for instruction.

**Rationale for Specific Intervention Selected:**

The School Board and leadership team for Harmony Elementary School chose the Transformation Model as the best choice for our school. First, the principal was just hired in the 2013-2014 school year to help guide the staff towards implementing changes to improve student achievement. Our teacher evaluation model is being developed in conjunction with AOS94 focusing on the Marzano model. The Priority School indicators are driving our transformation of leadership, instruction, data usage, communication and intervention strategies.

**SCHOOL NAME: Harmony Elementary School**

**Section B1.2- Capacity**

**Describe evidence to substantiate the LEA’s capacity to provide adequate resources and related support to each Title I Priority school in order to fully and effectively implement the required activities of the school intervention model it has selected. For any eligible Tier I school the LEA has elected to NOT include in its application, please complete Section C.**

**Evidence should address the following:**

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

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

**LEA CAPACITY:**

**Commitment of Key Stakeholder Groups:**

At the March meeting the Harmony School Board endorsed the intent to apply application supporting the transformation model. Throughout the budget process, the board has supported the need for additional math resources to align curriculum throughout the school. At the May meeting they also supported moving forward in developing a school calendar for the 2014-2015 school year that includes an extended school day, instructional teams, and additional time for meetings on priority school status, response to intervention and academic support.

**Support for School Community and Teachers' Union:**

Parent and community involvement is itself under transformation. The old PTK association is being replaced with a new Advisory Council to assist the school in developing it's new focus and direction. Member recommendations and invitations for our June planning meeting are currently being organized.

Through the Priority School process of assessing indicators and creating a plan with specific tasks, the staff has developed a number of significant changes needed for successful implementation. The Harmony Teachers Association is in agreement with making the plan a reality to significantly improve student achievement at Harmony Elementary School.

**Principal:**

Cynthia Streznewski is the new principal at Harmony as of the 2013-2014 school year. She has been deeply involved in the Priority School status, School-Wide Title 1 and SIG grant planning process.

**Implementation:**

We believe that Harmony has the ability to implement the basic elements of the Transformation model by the 2014-2015 school year.

1. We would develop and increase teacher and school leader effectiveness through the use of the Marzano Observation model for both teachers and principals.
  - a. All teachers and administrators will be evaluated using the new iObservation tool.
  - b. Ongoing administration training in accurate use of the iObservation tool.
  - c. A SIG funded Instructional Coach will be hired to assist teachers in improving instruction.
  - d. A SIG funded Educational Technician III will be hired to cover classrooms and assist in relieving teachers where appropriate for professional development and coaching opportunities.
2. We would develop comprehensive instructional reform strategies through training, professional development and coaching.
  - a. Year One:
    - i. Implement a new comprehensive Math curriculum K-8.
    - ii. Train staff in new math program aligned to the Common Core.
    - iii. Enhance all curriculums through differentiation and individualized instruction.
    - iv. Provide teachers and students with appropriate technology to support all curriculum.
    - v. Continuously review data from both standardized and classroom assessments.
    - vi. Schedule weekly RTI meetings to support student instruction.
    - vii. Involve parents and community in events to support all education.
    - viii. Offer weekly Academic Support as extended learning opportunities for both ELA and Math.
    - ix. Purchase research based resources to enhance learning for both ELA and Math.
  - b. Year Two:
    - i. Year One programs continue based on success and re-evaluation in areas as needed.

- ii. Further develop alignment of curriculum into other content areas: Science and Social Studies.
  - c. Year Three:
    - i. Year One and Two programs continue based on success and re-evaluation in areas as needed.
    - ii. Develop standards based learning plans for all students.
    - iii. Assure rigor throughout curriculum.
- 3. We will provide increased learning time and a community oriented school
  - a. Increased Learning Time:
    - i. Extend school day: additional half hour Monday through Thursday.
    - ii. Create more efficient schedule adding a half hour of instructional time daily.
    - iii. SIG Funded increase of Educational Technicians and Bus Drivers to provide for increase learning time.
    - iv. Academic Support for extended day programming offered weekly with clear interventions and enrichment activities.
    - v. Provide integrated PreK and Kindergarten program to prepare them for learning.
    - vi. Create Advisory Council to assist in management and development of increased learning opportunities.
- 4. We will provide operational flexibility and sustained support.
  - a. The School Board and Teachers Association have agreed to a calendar with additional meeting times, parent teacher conferences and extended day programming.
  - b. The grant is planned to provide resources and support that can be sustained beyond the scope of the SIG grant.

**History:**

Harmony has not received any past School Improvement Grants.

**SIG Coordinator:**

Cynthia Streznewski, Principal of Harmony Elementary School will act as the SIG Coordinator.

**SCHOOL NAME: Harmony Elementary School**

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

For any eligible Priority school the LEA has elected to NOT include in its application, explain the LEA’s decision that it lacks the capacity to serve such school(s). Evidence should address the following:

- Commitment of key stakeholders groups, including the school board, to eliminate barriers and change policies and practices that will support the intervention models;
- Support from the school community and teachers’ union in regards to staffing and teacher and administrator evaluation requirements outlined in the intervention models;
- Ability and process to recruit new principals that can effectively implement the turnaround or transformation model, when applicable;
- The ability to implement the basic elements of the chosen intervention model by the beginning of the 2014-15 school year;
- History of capacity to implement school improvement plans; and
- An identified LEA SIG Coordinator who will work the MDOE and the assigned Title I school improvement consultant and will participate in technical assistance opportunities provided by MDOE for SIG applicants and approved LEAs.

**LEA LACK OF CAPACITY (If Applicable)**

Not Applicable

**SCHOOL NAME: Harmony Elementary School**

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

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

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

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

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

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

**Include detail for the following:**

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

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

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

## **LEA NARRATIVE**

**Principal:** newly hired principal in 2013-2014 school year

**External Providers:** not applicable

**Resources:**

The SIG grant will coexist with the Priority School implementation and School Wide Title 1 program. We are committed to training and supporting our staff throughout the transformation process.

**Modification of Practices and/or Policies:**

The Harmony Teachers Association has agreed to contractual variations for increased meetings, planning, and extended learning opportunities. Bussing will support accessibility to extended learning opportunities for all children.

**Ability to Sustain Reforms:**

All resources and modifications are sustainable beyond the scope of the SIG grant. School Wide Title 1 status will also support the needed restructuring of instructional teams, as well as differentiated curriculum. The professional development will continue to support an Instructional coach if needed. The additional support for the increased learning time and extended programming will become part of the regular budget or be funded through additional grants.

**SCHOOL NAME: Harmony Elementary School**

**Section B4- Timeline**

**For each Priority school served by this grant, provide a timeline delineating the steps the LEA will take to implement the selected intervention.**

**IMPLEMENTATION TIMELINE**

**Steps:**

**1. Year 1: 2014-2015**

**a. Summer 2014**

- i. Advertise and hire new staff, including Instructional Coach and Educational Technician III
- ii. Purchase Math In Focus: Singapore Math Program
- iii. Purchase supplemental ELA resources
- iv. Provide Professional Development for the school year, including:
  1. Implementation of new math program
  2. Aligning ELA and Math to Common Core
  3. Designing student intervention plans for RTI
  4. Use of Student Data
- v. Purchase technology needed to support learning
- vi. Create Instructional Teams for both lower and upper grades, including:

1. ELA Teacher Leader
  2. Math Teacher Leader
  3. Social Studies and Science Teacher Leader
  4. Educational Technicians for classrooms
- vii. Design School Schedule
- viii. Create new duty schedule
- ix. Hold Advisory Council meetings for parents and community to assist in implementation
- x. Provide three days of professional development for all Harmony staff, including both teachers and educational technicians focused on:
1. Building a positive school culture to support Instructional Teams
  2. Math program Implementations
  3. Differentiated Instruction for ELA and Math
- xi. Send a team of teachers to each of the Priority School summer professional development opportunities:
1. MADSEC Directors Conference on Differentiated Instruction
  2. Math Instruction Conference
- b. Fall 2014**
- i. Use data to identify students needed additional supports
  - ii. Administer Fall NWEA to determine academic programming and instructional groups
  - iii. Identify students for Academic Support extended day program
  - iv. Hold Open House for parents and community

- v. Make schedule for Instructional Coach to work with teachers
- vi. Continuously review data to adjust programming and interventions
- vii. Introduce technology supports for learning
- viii. Hold Parent Teacher Conferences
- ix. Begin PreK program
- x. Ongoing assessment, planning, implement and monitoring of Priority School Indicators

**c. Winter 2014-2015**

- i. Continuously review data to adjust programming and interventions
- ii. Administer Winter NWEA's for all students who did not meet fall grade level standards
- iii. Evaluate and adjust schedule of Instructional Coach to meet school needs
- iv. Ongoing assessment, planning, implement and monitoring of Priority School Indicators
- v. Hold Academic Night celebrating student learning

**d. Spring 2015**

- i. Administer Smarter Balance, MEA Science and Spring NWEA testing
- ii. Continuously review data to adjust programming and interventions
- iii. Ongoing assessment, planning, implement and monitoring of Priority School Indicators
- iv. Review, plan and adjust for Year Two
- v. Plan for Summer Program
- vi. Finalize budget, schedule, calendar and programming for 2015-2016 school year
- vii. Review aggregate 2014-2015 data and adjust programming as necessary

- viii. Plan Summer Professional Development for Year Two
- ix. Submit SIG reports and revised SIG plan to DOE

**2. Year Two**

- a. Provide ongoing professional development for all Harmony staff, including both teachers and educational technicians
- b. Purchase additional resources to support learning
- c. Evaluate and Adjust Instructional Teams
- d. Continue to expand Advisory Council
- e. Create and adjust schedules based on needs
- f. Continuously review data to adjust programming and interventions
- g. Administer NWEA, MEA and Smarter Balance
- h. Ongoing assessment, planning, implement and monitoring of Priority School Indicators
- i. Review, plan and adjust for Year Three
- j. Plan for Summer Program
- k. Finalize budget, schedule, calendar and programming for 2016-2017 school year
- l. Review aggregate 2015-2016 data and adjust programming as necessary

**3. Year Three**

- a. Provide ongoing professional development for all Harmony staff, including both teachers and educational technicians
- b. Purchase additional resources to support learning
- c. Evaluate and Adjust Instructional Teams
- d. Continue to expand Advisory Council

- e. Create and adjust schedules based on needs
- f. Continuously review data to adjust programming and interventions
- g. Administer NWEA, MEA and Smarter Balance
- h. Ongoing assessment, planning, implement and monitoring of Priority School Indicators
- i. Plan for Summer Program
- j. Finalize budget, schedule, calendar and programming for 2017-2018 school year
- k. Review aggregate 2016-2017 data and adjust programming as necessary

**SCHOOL NAME: Harmony Elementary School**

**B5 Annual goals**

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

**ANNUAL GOALS**

There will be no NECAP testing next year and Smarter Balance is a new test. This makes it difficult to specifically address goals for student achievement on those assessments. Below are our general goals for improvement on whichever test is used for state assessment.

**State Assessments:**

**Reading:**

Increase the number of students proficient in reading 10% annually. Supplement state testing with NWEA to measure ongoing student progress and determine interventions where needed.

**Mathematics:**

Increase the number of students proficient in math 10% annually. Supplement state testing with NWEA to measure ongoing student progress and determine interventions where needed.

**Economically Disadvantaged:**

Increase to growth of economically disadvantaged students on the Maine DOE report card by 10% annually.

**Teacher Growth:**

Increase the average Teacher Effectiveness rating annually with Year One providing baseline data.

**SCHOOL NAME: Harmony Elementary School**

**Section B6- Consultation with Stakeholders**

**Describe how the LEA will consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Priority schools.**

**CONSULTATION WITH STAKEHOLDERS:**

Harmony has worked with the School Board, school staff, AOS94 staff, parents and community members in the development of this application. Teachers helped build many components of the plan in our Priority School meetings. All teachers are members of the leadership team. Additional meetings were help with leaders representing the Harmony Teachers Association. They are in agreement with making the plan a reality to significantly improve student achievement at Harmony Elementary School. The Harmony School Board approved going forward with this application and are also in full support of the Priority School Indicators and restructuring for School Wide Title I programming. The Advisory Council which includes parents and community members has an invested interest in supporting the significant changes required to increase student achievement at Harmony

Elementary School. This is a small tight-knit community that does not want to see it's little school closed and will do whatever it takes to make sure it does not.

<p align="center"><b>Title I 1003(g) School Improvement Grant Action Plan</b>  <i>(Please complete one per school)</i></p>						
<p><b>School Name: Harmony Elementary School</b></p>						
<p><b>Goal</b></p>	<p>Increase the number of students proficient in state testing by 10% annually, in both reading and math.</p>					
<p><b>Strategy</b></p>	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:  <input type="checkbox"/> Turnaround model    <input type="checkbox"/> Restart model    <input type="checkbox"/> School closure model    <input checked="" type="checkbox"/> Transformation model</p>					
<p><b>Proposed Pre-implementation Activities for Summer 2014</b></p> <p><i>Describe the activities to be implemented prior to the start of school in 2014, designed to support full implementation of the selected intervention model in Fall 2014.</i></p> <p><i>(Add rows as needed.)</i></p>	<p><b>Resources</b></p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><b>Timeline</b></p> <p><i>When will this activity begin and end?</i></p>	<p><b>Oversight</b></p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><b>Monitoring (Implementation)</b></p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Monitoring (Effectiveness)</b></p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Title I School Improvement Funds</b></p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Hire new positions (Instructional Coach, Educational Technician III) to implement plan.</p>	<p><b>Existing:</b> AOS94</p>	<p>August 2014</p>	<p>Principal, Superintendent, Assistant Superintendent</p>	<p><b>Evidence:</b> Evaluations <b>Monitoring:</b> Annually <b>By Whom:</b> Principal</p>	<p><b>Evidence:</b> Student Achievement Data <b>Monitoring:</b> Annually <b>By Whom:</b> Principal</p>	<p><b>\$70,000 yr.</b> <b>\$35,000 yr.</b></p>
<p>Purchase Math In Focus: Singapore Math and design a math professional development plan to train staff.</p>	<p><b>Existing:</b> Testing data on math needs</p>	<p>July-August 2014</p>	<p>Principal, Superintendent, Representative Staff, Instructional Coach</p>	<p><b>Evidence:</b> Invoices and PD Plan <b>Monitoring:</b> Annually <b>By Whom:</b> Principal and</p>	<p><b>Evidence:</b> Teacher Evaluations and Student Achievement <b>Monitoring:</b> Annually</p>	<p><b>\$12,000 program - Year 1</b></p>

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	<p><b><u>SIG:</u></b></p> <p>Instructional Resources and funding for PD</p>			Instructional Coach	<p><b>By Whom:</b> Principal and Superintendent</p>	<p><b>\$5,500 – Year 2 and 3</b></p>
<p>Purchase Technology Components to support learning – Hardware</p>	<p><b><u>Existing:</u></b></p> <p>Tech Plan and District Curriculum</p> <p><b><u>SIG:</u></b></p> <p>Additional Equipment</p>	<p>July-August 2014</p>	<p>Principal, Technology Coordinator, Instructional Coach</p>	<p><b>Evidence:</b> Invoices and Tech Plan</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal, Technology Coordinator, and SIG Coordinator</p>	<p><b>Evidence:</b> Student Achievement</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal, Technology Coordinator, and SIG Coordinator</p>	<p><b>\$80,000 – Year 1</b></p> <p><b>\$5,000 – Years 2 and 3</b></p>
<p>Identify and purchase additional resources for enhance ELA instruction based on Fountas and Pinell (F&amp;P)</p>	<p><b><u>Existing:</u></b></p> <p>Testing data on ELA needs, F&amp;P Primary Readers</p> <p><b><u>SIG:</u></b></p> <p>Instructional Resources</p>	<p>July-August 2014</p>	<p>Principal, Superintendent, Representative Staff, Instructional Coach</p>	<p><b>Evidence:</b> Invoices</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Instructional Coach</p>	<p><b>Evidence:</b> Teacher Evaluations and Student Achievement</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Superintendent</p>	<p><b>\$3,000 – Year 1</b></p> <p><b>\$1,500 – Year 2 and 3</b></p>

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<p><b>Proposed Activities for 2014-2017</b></p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p><b>Resources</b></p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><b>Timeline</b></p> <p><i>When will this activity begin and end?</i></p>	<p><b>Oversight</b></p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><b>Monitoring (Implementation)</b></p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Monitoring (Effectiveness)</b></p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Title I School Improvement Funds</b></p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Math in Focus: Singapore Math Professional Development</p>	<p><b>Existing:</b></p> <p>Testing data on math needs</p> <p><b>SIG:</b></p> <p>Instructional Resources and funding for PD</p>	<p>August 2014 - ongoing</p>	<p>Principal, Superintendent, Representative Staff, Instructional Coach</p>	<p><b>Evidence:</b> Invoices and PD Plan</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Instructional Coach</p>	<p><b>Evidence:</b> Teacher Evaluations and Student Achievement</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Superintendent</p>	<p><b>\$14,000 – each Year 1 and 2</b></p>
<p>Study Island Technology based multi-curriculum interventions</p>	<p><b>Existing:</b></p> <p>Testing data on Instructional needs</p> <p><b>SIG:</b></p> <p>3 year Site License</p>	<p>August 2014 - ongoing</p>	<p>Principal, Technology Coordinator, Representative Staff, Instructional Coach</p>	<p><b>Evidence:</b> Invoices and student use data</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Technology Coordinator</p>	<p><b>Evidence:</b> Teacher Evaluations and Student Achievement</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Superintendent</p>	<p><b>\$10,000 – 3 Year Site License</b></p>
<p>Leadership Team Meetings</p>	<p><b>Existing:</b></p> <p>Current Priority School Leadership</p>	<p>August 2014 - ongoing</p>	<p>Principal, Teachers, SIG Coordinator, Instructional Coach</p>	<p><b>Evidence:</b> Agendas and Minutes</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and</p>	<p><b>Evidence:</b> School Data, shared documents</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and</p>	<p><b>No Additional Funds Needed</b></p>

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	Team and SIG Committee  <b>SIG:</b>  None			SIG Coordinator	SIG Coordinator	
Coordinate School Financial Resources to maximize impact and assure that all fiscal and program requirements are met	<b>Existing:</b>  School Business Manager  <b>SIG:</b>  Stipend for Additional Accounting	July 2014 - ongoing	Principal, AOS94 Business Manager	<b>Evidence:</b> Monthly state requests for funding  <b>Monitoring:</b> Annually  <b>By Whom:</b> Principal and SIG Coordinator	<b>Evidence:</b> Monthly state requests for funding  <b>Monitoring:</b> Annually  <b>By Whom:</b> Principal and SIG Coordinator	<b>\$5,000 yr.</b>
Hold 3 PD Days prior to the start of each school year to build collaboration and focus training for the current year	<b>Existing:</b>  PD Plan  <b>SIG:</b>  Per Diem rates for all staff	August 2014 - ongoing	Principal, Instructional Coach, SIG Coordinator	<b>Evidence:</b> Agendas and Minutes  <b>Monitoring:</b> Annually  <b>By Whom:</b> Principal and SIG Coordinator	<b>Evidence:</b> Agendas and Student Data  <b>Monitoring:</b> Annually  <b>By Whom:</b> Principal and SIG Coordinator	<b>\$10,000 yr.</b>
Implement extended school day for all students and additional Academic Support program for students needing more support	<b>Existing:</b>  Staff  <b>SIG:</b>  Per Diem rates for Ed Techs and Bus Drivers	September 2014 - ongoing	Principal and SIG Coordinator	<b>Evidence:</b> Time Cards  <b>Monitoring:</b> Bi-weekly  <b>By Whom:</b> Principal and SIG Coordinator	<b>Evidence:</b> Time Cards  <b>Monitoring:</b> Bi-weekly  <b>By Whom:</b> Principal and SIG Coordinator	<b>\$13,500 yr.</b>

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<p>Plan and conduct Advisory Council activities: Open House, Conferences, Celebrations, Academic Night, etc.</p>	<p><b>Existing:</b> Parent Teacher Kid Group in transition</p> <p><b>SIG:</b> Funds for activities and rewards for parent engagement and student achievement</p>	<p>August 2014 - ongoing</p>	<p>Principal and SIG Coordinator</p>	<p><b>Evidence:</b> Agendas and Program Announcements</p> <p><b>Monitoring:</b> Trimester</p> <p><b>By Whom:</b> Principal, SIG Coordinator and Leadership Team</p>	<p><b>Evidence:</b> Agendas and Feedback</p> <p><b>Monitoring:</b> Trimester</p> <p><b>By Whom:</b> Principal and SIG Coordinator</p>	<p><b>\$5,000 yr.</b></p>
<p>Purchase materials for PreK classroom</p>	<p><b>Existing:</b> Early Birds program</p> <p><b>SIG:</b> Additional resources and materials</p>	<p>August 2014 - ongoing</p>	<p>Principal and Instructional Coach</p>	<p><b>Evidence:</b> Invoices and student use data</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and SIG Coordinator</p>	<p><b>Evidence:</b> Teacher Evaluations and Student Achievement</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal and Superintendent</p>	<p><b>\$4,000 - Year 1</b></p> <p><b>\$1,000 – Years 2 and 3</b></p>
<p>Oversee grant implementation, planning for sustainability, ongoing data analysis, submit required reports</p>	<p><b>Existing:</b> Student Data and Staff</p> <p><b>SIG:</b> SIG Coordinator Stipend</p>	<p>July 2014 - ongoing</p>	<p>Principal, Leadership Team, Instructional Coach, SIG Coordinator</p>	<p><b>Evidence:</b> Agendas, minutes, and student data</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal, Leadership Team, Instructional Coach and SIG Coordinator</p>	<p><b>Evidence:</b> Agendas, minutes, and student data</p> <p><b>Monitoring:</b> Annually</p> <p><b>By Whom:</b> Principal, Leadership Team, Instructional Coach and SIG Coordinator</p>	<p><b>\$2,500 yr.</b></p>

**SCHOOL NAME:** Harmony Elementary School

**C. BUDGET INFORMATION**

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

- 1 Implement the selected model in each Priority school it commits to serve; and**
- 2 Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority school.**

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

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

School Name	Year 1 Pre-implementation Budget	Year I Budget	Year 2 Budget	Year 3 Budget	School Budget Total
Harmony Elementary School	\$3,000	\$284,000	\$168,000	\$154,000	\$609,000
<b>Total LEA Yearly Budgets</b>	\$3,000	\$284,000	\$168,000	\$154,000	\$609,000

**SCHOOL BUDGET SECTION**

**THREE YEAR SCHOOL BUDGET PLAN 2014-2017**

<b>SCHOOL NAME: Harmony Elementary School</b> <i>(Complete one per school)</i>						
Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Please note: Pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.	Includes pre-implementation costs					
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>	Salaries for SIG staff: 1 Instructional Coach, 1 Educational Technician III  Teacher and Ed Tech pay for additional August workshop days  Salaries for extended day programming	Salaries for SIG staff: 1 Instructional Coach, 1 Educational Technician III  Teacher and Ed Tech pay for additional August workshop days  Salaries for extended day programming	Salaries for SIG staff: 1 Instructional Coach, 1 Educational Technician III  Teacher and Ed Tech pay for additional August workshop days  Salaries for extended day programming	<b>\$128,500</b>	<b>\$128,500</b>	<b>\$128,500</b>

<p><b>Contracted Services</b>  <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.                  A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>	<p>Math in Focus: Singapore Math Professional Development</p>	<p>Math in Focus: Singapore Math Professional Development</p>		<p><b>\$14,000</b></p>	<p><b>\$14,000</b></p>	
<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Math in Focus: Singapore Math Program  Study Island technology interventions  Rewards and supplies to support student achievement  PreK resources</p>	<p>Math in Focus: Singapore Math Program  Study Island technology interventions  Rewards and supplies to support student achievement  PreK resources</p>	<p>Math in Focus: Singapore Math Program  Study Island technology interventions  Rewards and supplies to support student achievement  PreK resources</p>	<p><b>\$31,000</b></p>	<p><b>\$11,500</b></p>	<p><b>\$11,500</b></p>
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p><b>\$3,000</b></p>	<p><b>\$1,500</b></p>	<p><b>\$1,500</b></p>
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan.                  An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>	<p>Laptops for Staff  iPads and carts for Lower Grades         Laptops for upper</p>	<p>Technology Maintenance and Repair</p>	<p>Technology Maintenance and Repair</p>	<p><b>\$100,000</b></p>	<p><b>\$5,000</b></p>	<p><b>\$5,000</b></p>

	grades not in MLTI program					
	iMacs and furniture for the Lab					
	Projectors for classrooms					
	Smartboards for Classrooms					
	Time Capsule					
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager	Accounting Stipend for School Business Manager	Accounting Stipend for School Business Manager	\$7,500	\$7,500	\$7,500
	Oversee grant implementation	Oversee grant implementation	Oversee grant implementation			
<b>Indirect Costs</b>						
<b>Total</b>				<b>\$284,000</b>	<b>\$168,000</b>	<b>\$154,000</b>

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVES**

Use this form to provide sufficient detail regarding proposed expenditure for each year of the 2014-2017 project periods. One template should be created for each year. Pre-implementation costs are detailed separately. Complete all appropriate justification forms (Appendix C and D)

<b>YEAR ONE DETAILED SCHOOL BUDGET NARRATIVE: PRE-IMPLEMENTATION</b>		
<b>SCHOOL YEAR: 2014-2015 <u>Pre-Implementation costs must be included in total costs for Year 1</u></b>		
<b>SCHOOL NAME:</b> (Complete one per school) <span style="float: right;">Harmony Elementary School</span>		
<b>INTERVENTION MODEL:</b> <u>Transformation</u> Turnaround              Restart              Closure (Circle tier applicable to this school)		
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>		
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Visitations to other schools using unique Instructional Methods	<b>\$1,000</b>

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<p><b>Administration</b>  <i>Include other costs associated with supporting plan implementation.</i></p>	<p>Consultation with other SIG schools                      Grant Writing Assistance</p>	<p><b>\$1,000</b></p>
<p><b>Indirect Costs</b></p>	<p>Consultation with Stakeholders to develop an ongoing mechanism for community and family engagement</p>	<p><b>\$1,000</b></p>
<p><b>Total</b></p>		<p><b>\$3,000</b></p>

<b>ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR:</b> <u>2014-2015</u> 2015-2016 2016-2017 (Circle Appropriate year)		
Please note: Pre-implementation activities, while detailed separately above, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>SCHOOL NAME</b> (Complete one per school) <span style="float: right;"><i>Harmony Elementary School</i></span>		
<b>INTERVENTION MODEL:</b> <u>Transformation</u> Turnaround      Restart      Closure (Circle model applicable to this school)		
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Salaries for SIG staff:  1 Instructional Coach: Salary and Benefits = \$70,000  1 Educational Technician III: Salary and Benefits = \$35,000  Teacher and Ed Tech pay for additional August workshop days: Per Diem rates = \$10,000  Salaries for extended day programming which adds a half hour of time to all Ed Techs and Bus Drivers Monday through Thursday: Hourly rates = \$13,500	<b>\$128,500</b>
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>	<b>Math in Focus: Singapore Math Training: 5</b> days x \$2800 day = \$14,000	<b>\$14,000</b>

<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Math in Focus: Singapore Math Program initial start up cost school-wide = \$12,000</p> <p>Study Island technology interventions: 3 year site license = \$10,000</p> <p>Rewards and supplies to support student achievement = \$5,000</p> <p>PreK resources = \$4,000</p>	<p><b>\$31,000</b></p>
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p><b>\$3,000</b></p>
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>	<p>Laptops for Staff: 15 x \$1300 = \$19,500</p> <p>iPads and carts for Lower Grades: 40 x \$500 = \$20,000 and 3 x \$800 = \$2400</p> <p>Laptops for upper grades not in MLTI program: 20 x \$1,000 = \$20,000</p> <p>iMacs and furniture for the Lab: 19 x \$1300 = \$24,700 and Computer Tables 10 x \$700 = \$7,000</p> <p>Projectors for classrooms: 5 x \$600 = \$3,000</p> <p>Smartboards for Classrooms: 2 x \$1500 = \$3,000</p> <p>Time Capsule: 3TB = \$400</p>	<p><b>\$100,000</b></p>
<p><b>Professional Development Activities</b>  <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p><b>Travel</b>  <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		

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<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager: Stipend = \$5,000  Oversee grant implementation: Stipend = \$2,500	<b>\$7,500</b>
<b>Indirect Costs</b>		
<b>Total</b>		<b>\$284,000</b>

<b>ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR: 2014-2015    <u>2015-2016</u>    2016-2017 (Circle Appropriate year)</b>		
Please note: Pre-implementation activities, while detailed separately above, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>SCHOOL NAME</b> <i>(Complete one per school)</i> <p align="center"><i>Harmony Elementary School</i></p>		
<b>INTERVENTION MODEL:</b> <u>Transformation</u> Turnaround            Restart            Closure <i>(Circle model applicable to this school)</i>		
<b>Account Category</b>	<b>Budget Detail</b>	
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	<b>Narrative</b>  Salaries for SIG staff:  1 Instructional Coach: Salary and Benefits = \$70,000  1 Educational Technician III: Salary and Benefits = \$35,000  Teacher and Ed Tech pay for additional August	<b>Total Costs</b>  <b>\$128,500</b>

	workshop days: Per Diem rates = \$10,000  Salaries for extended day programming which adds a half hour of time to all Ed Techs and Bus Drivers Monday through Thursday: Hourly rates = \$13,500	
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>	<b>Math in Focus: Singapore Math Training: 5</b> days x \$2800 day = \$14,000	<b>\$14,000</b>
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Math in Focus: Singapore Math Program maintenance cost school-wide = \$5,500  Rewards and supplies to support student achievement = \$5,000  PreK resources = \$1,000	<b>\$11,500</b>
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Fountas & Pinnell Primary Reader Interventions	<b>\$1,500</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>	Technology Maintenance and Repair	<b>\$5,000</b>
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager: Stipend = \$5,000  Oversee grant implementation: Stipend = \$2,500	<b>\$7,500</b>
<b>Indirect Costs</b>		

<b>Total</b>		<b>\$168,000</b>
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<b>ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR: 2014-2015    2015-2016    <u>2016-2017</u> (Circle Appropriate year)</b>		
Please note: Pre-implementation activities, while detailed separately above, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>SCHOOL NAME</b> <i>(Complete one per school)</i> <span style="float: right;"><i>Harmony Elementary School</i></span>		
<b>INTERVENTION MODEL:</b> <u>Transformation</u> Turnaround    Restart    Closure <i>(Circle model applicable to this school)</i>		
Account Category	Budget Detail	
	Narrative	Total Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Salaries for SIG staff:  1 Instructional Coach: Salary and Benefits = \$70,000  1 Educational Technician III: Salary and Benefits = \$35,000  Teacher and Ed Tech pay for additional August workshop days: Per Diem rates = \$10,000  Salaries for extended day programming which adds	<b>\$128,500</b>

	a half hour of time to all Ed Techs and Bus Drivers Monday through Thursday: Hourly rates = \$13,500	
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Math in Focus: Singapore Math Program maintenance cost school-wide = \$5,500  Rewards and supplies to support student achievement = \$5,000  PreK resources = \$1,000	<b>\$11,500</b>
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Fountas & Pinnell Primary Reader Interventions	<b>\$1,500</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>	Technology Maintenance and Repair	<b>\$5,000</b>
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager: Stipend = \$5,000  Oversee grant implementation: Stipend = \$2,500	<b>\$7,500</b>
<b>Indirect Costs</b>		
<b>Total</b>		<b>\$154,000</b>

**LEA BUDGET SECTION  
THREE YEAR LEA BUDGET PLAN 2014-2017**

<b>LEA NAME: Harmony Elementary School</b>						
<b>Account Category</b>	<b>Year 1 General Budget Description</b>	<b>Year 2 General Budget Description</b>	<b>Year 3 General Budget Description</b>	<b>Year 1 Costs</b>	<b>Year 2 Costs</b>	<b>Year 3 Costs</b>
Please note: Pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.	<b>Includes pre-implementation costs</b>					
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits</i>	Salaries for SIG staff: 1 Instructional Coach, 1 Educational Technician III  Teacher and Ed Tech pay for additional August workshop days  Salaries for extended day programming	Salaries for SIG staff: 1 Instructional Coach, 1 Educational Technician III  Teacher and Ed Tech pay for additional August workshop days  Salaries for extended day programming	Salaries for SIG staff: 1 Instructional Coach, 1 Educational Technician III  Teacher and Ed Tech pay for additional August workshop days  Salaries for extended day programming	\$128,500	\$128,500	\$128,500

<p><b>Contracted Services</b>  <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.                  A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>	<p>Math in Focus: Singapore Math Professional Development</p>	<p>Math in Focus: Singapore Math Professional Development</p>		<p><b>\$14,000</b></p>	<p><b>\$14,000</b></p>	
<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Math in Focus: Singapore Math Program  Study Island technology interventions  Rewards and supplies to support student achievement  PreK resources</p>	<p>Math in Focus: Singapore Math Program  Study Island technology interventions  Rewards and supplies to support student achievement  PreK resources</p>	<p>Math in Focus: Singapore Math Program  Study Island technology interventions  Rewards and supplies to support student achievement  PreK resources</p>	<p><b>\$31,000</b></p>	<p><b>\$11,500</b></p>	<p><b>\$11,500</b></p>
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p><b>\$3,000</b></p>	<p><b>\$1,500</b></p>	<p><b>\$1,500</b></p>
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan.                  An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>	<p>Laptops for Staff  iPads and carts for Lower Grades    Laptops for upper</p>	<p>Technology Maintenance and Repair</p>	<p>Technology Maintenance and Repair</p>	<p><b>\$100,000</b></p>	<p><b>\$5,000</b></p>	<p><b>\$5,000</b></p>

	grades not in MLTI program  iMacs and furniture for the Lab  Projectors for classrooms  Smartboards for Classrooms  Time Capsule					
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>						
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager  Oversee grant implementation	Accounting Stipend for School Business Manager  Oversee grant implementation	Accounting Stipend for School Business Manager  Oversee grant implementation	\$7,500	\$7,500	\$7,500
<b>Indirect Costs</b>						
<b>Total</b>				\$264,000	\$168,000	\$154,000

**ONE YEAR DETAILED LEA BUDGET NARRATIVES**

Use this form to provide sufficient detail regarding proposed expenditure for *each year* of the 2014-2017 project periods. One template should be created for each year. Pre-implementation costs are detailed separately. Complete all appropriate justification forms (Appendix C and D)

<p><b>ONE YEAR DETAILED LEA BUDGET NARRATIVE</b>  <b>SCHOOL YEAR: 2014-2015 <u>Pre-implementation costs</u></b></p> <p>Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.</p>		
<p><b>LEA NAME:</b> Harmony Elementary School</p>		
<p><b>Account Category</b></p>	<p><b>Budget Detail</b></p>	
	<p><b>Narrative</b></p>	<p><b>Total Costs</b></p>
<p><b>Salaries and Benefits</b>  <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>		
<p><b>Contracted Services</b>  <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>		
<p><b>Professional Development Activities</b>  <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p><b>Travel</b>  <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Visitations to other schools using unique Instructional Methods</p>	<p><b>\$1,000</b></p>

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<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Consultation with other SIG schools  Grant Writing Assistance	<b>\$1,000</b>
<b>Indirect Costs</b>	Consultation with Stakeholders to develop an ongoing mechanism for community and family engagement	<b>\$1,000</b>
<b>Total</b>		<b>\$3,000</b>

<p><b>ONE YEAR DETAILED LEA BUDGET NARRATIVE</b>  <b>SCHOOL YEAR:   <u>2014-2015</u>   2015-2016   2016-2017 (Circle Appropriate year)</b></p> <p>Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.</p>		
<p><b>LEA NAME:                   Harmony Elementary School</b></p>		
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Salaries for SIG staff:  1 Instructional Coach: Salary and Benefits = \$70,000  1 Educational Technician III: Salary and Benefits = \$35,000  Teacher and Ed Tech pay for additional August workshop days: Per Diem rates = \$10,000  Salaries for extended day programming which adds	<b>\$128,500</b>

	a half hour of time to all Ed Techs and Bus Drivers Monday through Thursday: Hourly rates = \$13,500	
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>	<b>Math in Focus: Singapore Math Training: 5 days x \$2800 day = \$14,000</b>	<b>\$14,000</b>
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Math in Focus: Singapore Math Program initial start up cost school-wide = \$12,000  Study Island technology interventions: 3 year site license = \$10,000  Rewards and supplies to support student achievement = \$5,000  PreK resources = \$4,000	<b>\$31,000</b>
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Fountas & Pinnell Primary Reader Interventions	<b>\$3,000</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>	Laptops for Staff: 15 x \$1300 = \$19,500  iPads and carts for Lower Grades: 40 x \$500 = \$20,000 and 3 x \$800 = \$2400  Laptops for upper grades not in MLTI program: 20 x \$1,000 = \$20,000  iMacs and furniture for the Lab: 19 x \$1300 = \$24,700 and Computer Tables 10 x \$700 = \$7,000  Projectors for classrooms: 5 x \$600 = \$3,000  Smartboards for Classrooms: 2 x \$1500 = \$3,000	<b>\$100,000</b>

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	Time Capsule: 3TB = \$400	
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager: Stipend = \$5,000  Oversee grant implementation: Stipend = \$2,500	<b>\$7,500</b>
<b>Indirect Costs</b>		
<b>Total</b>		<b>\$284,000</b>

<b>ONE YEAR DETAILED LEA BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR: 2014-2015    <u>2015-2016</u>    2016-2017 (Circle Appropriate year)</b>		
Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>LEA NAME:                    Harmony Elementary School</b>		
<b>Account Category</b>	<b>Budget Detail</b>	
	<b>Narrative</b>	<b>Total Costs</b>

<p><b>Salaries and Benefits</b>  <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>	<p>Salaries for SIG staff:</p> <p>1 Instructional Coach: Salary and Benefits = \$70,000</p> <p>1 Educational Technician III: Salary and Benefits = \$35,000</p> <p>Teacher and Ed Tech pay for additional August workshop days: Per Diem rates = \$10,000</p> <p>Salaries for extended day programming which adds a half hour of time to all Ed Techs and Bus Drivers Monday through Thursday: Hourly rates = \$13,500</p>	<p><b>\$128,500</b></p>
<p><b>Contracted Services</b>  <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>	<p><b>Math in Focus: Singapore Math Training: 5</b>                      days x \$2800 day = \$14,000</p>	<p><b>\$14,000</b></p>
<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Math in Focus: Singapore Math Program maintenance cost school-wide = \$5,500</p> <p>Rewards and supplies to support student achievement = \$5,000</p> <p>PreK resources = \$1,000</p>	<p><b>\$11,500</b></p>
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Fountas &amp; Pinnell Primary Reader Interventions</p>	<p><b>\$1,500</b></p>
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>	<p>Technology Maintenance and Repair</p>	<p><b>\$5,000</b></p>
<p><b>Professional Development Activities</b>  <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		

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<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager: Stipend = \$5,000  Oversee grant implementation: Stipend = \$2,500	<b>\$7,500</b>
<b>Indirect Costs</b>		
<b>Total</b>		<b>\$168,000</b>

<b>ONE YEAR DETAILED LEA BUDGET NARRATIVE</b>		
<b>SCHOOL YEAR: 2014-2015 2015-2016 <u>2016-2017</u> (Circle Appropriate year)</b>		
Please note: Pre-implementation activities, while detailed separately, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.		
<b>LEA NAME: Harmony Elementary School</b>		
Account Category	Budget Detail	
	Narrative	Total Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Salaries for SIG staff:  1 Instructional Coach: Salary and Benefits = \$70,000  1 Educational Technician III: Salary and Benefits = \$35,000  Teacher and Ed Tech pay for additional August	<b>\$128,500</b>

	workshop days: Per Diem rates = \$10,000  Salaries for extended day programming which adds a half hour of time to all Ed Techs and Bus Drivers Monday through Thursday: Hourly rates = \$13,500	
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Math in Focus: Singapore Math Program maintenance cost school-wide = \$5,500  Rewards and supplies to support student achievement = \$5,000  PreK resources = \$1,000	<b>\$11,500</b>
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Fountas & Pinnell Primary Reader Interventions	<b>\$1,500</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i>	Technology Maintenance and Repair	<b>\$5,000</b>
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form (Appendix C, page 33) must be completed</i>		
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Accounting Stipend for School Business Manager: Stipend = \$5,000  Oversee grant implementation: Stipend = \$2,500	<b>\$7,500</b>

**2014 Maine LEA School Improvement Grant Application**

February 2014

<b>Indirect Costs</b>		
<b>Total</b>		<b>\$154,000</b>

**ASSURANCES**

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

This LEA provides an assurance that—

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

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

\_\_\_\_\_  
Date

**E. WAIVERS**

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

- Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.**

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

The USED guidance required MDOE to identify “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the US Department of Education Guidance for the Title I School Improvement Grant, each Maine school’s annual New England Assessment Program (NECAP), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the “All Students” group. A percentage of proficiency, based on the students tested compared to those with an achievement level of “meets the standard” or “exceeds the standards” was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2010-11, 2011-12 and, 2012-2013 with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2010-11 to 2011-12, and from 2011-12 to 2012-2013. The two rates were then totaled. Schools meeting the criteria set by USED were then reviewed for eligibility. Maine’s Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (USED) on February 22, 2010. This definition is also approved to identify Title I Priority schools.

#### **Priority Schools**

Schools categorized as Priority schools must meet one of the following conditions:

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

#### **Identification of Priority Schools (Condition 1)**

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools in the state and is identified as Priority status.*
  - Total number of Title I schools in 2012-13 = 371
  - 5% of 371= 19; the guidance requires that a minimum of 5 schools be identified.
  - Identify Title I schools currently implementing Title I School Improvement Grants (SIG).
  - Decrease the required number of Priority schools by the number of current SIG schools to determine the number of schools needed to meet the identification requirement. (19-5=14)
  - Rank order the Title I schools from low to high, based on the 3-year average percentage of proficiency.
  - Identify the lowest ranked schools also demonstrating a rate of progress less than 1.25 (State median)
  - Remove any identified Priority schools receiving SIG funds in 2013-14.
  - Fourteen Title I Priority eligible schools identified under Condition 1.

#### **Identification of Priority Schools (Condition 2)**

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

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

Maine defines “persistently lowest-achieving schools” as those schools ranking the lowest, based on a three year average of proficiency for the “All Students” group in Reading and Math combined from 2010-2013, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency for the “All Students” group in Reading and Math from 2010-11 to 2011-12, and from 2011-12 to 2012-2013. This definition will be used to generate a list of schools identified as Priority schools under Maine’s approved Elementary and Secondary Education Act of 1965 (ESEA) accountability system and eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of ESEA. Schools will be considered for eligibility identified as Priority as follows;

Priority schools are defined as any Title I school that

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

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

**Appendix C: Professional Development & Contracted Services Justification Form****1. Description of Activity:**

The successful implementation of Math in Focus™: Singapore Math by Marshall Cavendish depends on sustainable and job embedded Professional Development delivered by our team of math content and product experts. The following Professional Development Implementation Plan for Math in Focus™ will provide AOS 94 with a solution based on the authentic Singapore math curriculum that will lead to teacher and student success in mathematics. Our role is to support your team of teachers, coaches and leaders to get the results your schools expect and students deserve.

**2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:**

By successfully implementing Math in Focus™, teachers will:

- More effectively teach mathematics using a proven concrete to pictorial to abstract pedagogy
- Develop a deeper understanding of the mathematics being taught and how it develops through the grades
- Differentiate instruction to reach all students in the classroom
- Use formative assessments to improve instruction and summative assessments to remediate and improve student achievement

**3. Name of Contractor:**

Houghton Mifflin Harcourt School Publishers

**4. Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):*

Houghton Mifflin Harcourt School Publishers is committed to success and welcomes the opportunity to create a plan that supports educators with powerful instructional solutions that impact student achievement in mathematics.

**Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).*

**Math in Focus: Singapore Math Training:** 5 days x \$2800 day = \$14,000 for 2 years

Teacher and Ed Tech pay for additional August workshop days: Per Diem rates = \$10,000

**5. Beginning Date:** August 2014

**Ending Date:** June 2016

**6. Services to be Provided:** *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

Math in Focus™ Instructional Strategies, Math in Focus™ Grade Level Courses-Year 1 (Fall, Winter, Spring), Lesson Study, Transitioning, and Examining the Mathematics, Math in Focus™ Parent Meeting, Math in Focus™ Administrator Training, Math in Focus™ Demonstration Lessons (Combined with Winter Grade Level), Math in Focus™ Demonstration Lesson: Guided-Lesson Design-Year 2 (Fall, Winter, Spring) Planning, Teaching and Refining Lesson Delivery, Math in Focus™ Monthly Touchpoints, Math in Focus™ Monthly Touchpoints

- 7. **Participants:** Instructional Coach, Classroom Teachers, Ed Techs
- 8. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*  
 Student achievement in Math.

**Appendix D: Equipment Justification Form**

<b>Item Description:</b> Technology Equipment		
<b>Number to be purchased:</b> 15 Teacher MacBook Airs, 20 Student MacBook Airs, 19 iMacs, 40 iPads, 3 iPad carts, 5 Projectors, 2 Smartboards, Furniture for the lab	<b>Approximate cost per item:</b> include per student or per teacher information Laptops for Staff: 15 x \$1300 = \$19,500  iPads and carts for Lower Grades: 40 x \$500 = \$20,000 and 3 x \$800 = \$2400  Laptops for upper grades not in MLTI program: 20 x \$1,000 = \$20,000  iMacs and furniture for the Lab: 19 x \$1300 = \$24,700 and Computer Tables 10 x \$700 = \$7,000  Projectors for classrooms: 5 x \$600 = \$3,000  Smartboards for Classrooms: 2 x \$1500 = \$3,000  Time Capsule: 3TB = \$400	<b>Total Cost:</b> \$100,000
<b>Location:</b> Where will the equipment be used? Equipment will be used throughout the school.		
<b>Purpose:</b> Detail the following: How will it support the program? Used for individual and differentiated instruction as well as interventions using Study Island and other apps and software. Who will use it? Students and Staff How many students/staff will use it? All		

<p><b>Reasonableness:</b> Justify the need; Current equipment is old and unreliable so students and staff do not have appropriate technology skills. Explain how it is not otherwise available through the district. The cost is prohibitive and has been cut from the budget over and over again.</p>
<p><b>Storage:</b> Where will the equipment be located/stored  Equipment will be stored on carts in the classrooms and in the computer lab.</p>
<p><b>Inventory and Tracking:</b> Identify the person responsible the following: Technology Coordinator Entering equipment on Title I Equipment Inventory Report - If needed Tracking equipment if moved from above location - Equipment will remain at location Signing equipment in and out if equipment is approved for student use - Yes Storing equipment over the summer - Yes</p>

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

<b>B1.1a) Needs assessment –continued: d) family and community involvement</b>	0	1	2	4	6	
<b>B1.1a) Needs assessment –continued: e) school context and organization</b>	0	1	2	4	6	
<b>B1.1b) Described the relationship of the results of the needs assessment to the selection of the Intervention Model indicated in Section A.</b>	0	1	2	4	6	
<b>B1.2) Overall Capacity: Provided evidence of the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Priority school to ensure the full and effective implementation of the Intervention Model selected for each school.</b>	0	1	2	4	6	
<b>B1.2) Stakeholder support: Provided evidence that the LEA has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers’ unions, parents, students, and community members in activities related to decision making, choosing an intervention model, and/or development of the model’s design and to enact policies that will allow the individual schools the autonomy needed to implement the chosen model. Examples of stakeholder support may include narrative descriptions of meeting notes, surveys or other documentation.</b>	0	1	2	4	6	
<i>MDOE review of federal grant funds history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions). This review will assist in consideration of the LEA’s capacity.</i>	0	0	0	1	1	

<b>B2) Lack of Capacity (if applicable): Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA’s decision that it lacks the capacity to serve such school(s).</b>	0	0	0	0	0	
<b>B3) For each school the LEA is committed to serve, a brief (no more than one page) summary was provided that describes actions the LEA has taken, or will take to:</b>	0	1	2	4	6	
<b>B3.1) Design and implement interventions consistent with the final SIG requirements;</b>						
<b>B3.1a) Described the process the LEA will use to recruit a new principal for the purpose of effective implementation of the turnaround or transformation model;</b>	0	1	2	4	6	
<b>B3.2) Recruit, screen, and select external providers, if applicable, to ensure their quality.</b>	0	1	2	4	6	
<b>B3.3) How the LEA will align other resources with the interventions, including federal, state, and local funding;</b>	0	1	2	4	6	
<b>B3.4) How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</b>	0	1	2	4	6	
<b>B3.5) How the LEA and school will sustain the reforms after the funding period ends and the extent to which the following information is provided:</b> B3.5a) Actions that support the modification of policies or practices that will enable full and effective implementation of selected intervention models;	0	1	2	4	6	

<p><b>B3.5) Sustain the reforms-Continued:</b>                  B3.5b) Commitment to align budgets toward efforts that are sustainable and willingness to allow MDOE to re-evaluate budgets throughout the grant period;</p>	0	1	2	4	6	
<p><b>B3.5 Sustain the reforms-Continued:</b>                  B3.5c) Extent to which professional development is ongoing and job-embedded;</p>	0	1	2	4	6	
<p><b>B3.5 Sustain the reforms-Continued:</b>                  B3.5d) Alignment of other resources, people, time and funding, to support the reform effort.</p>	0	1	2	4	6	
<p><b>B4) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Priority school identified in the LEA application.</b></p>	0	1	2	4	6	
<p><b>B5) As part of the LEA’s plan to monitor progress in each Priority school included in this application, provided the LEA’s annual student achievement goals in Reading and Mathematics for each Priority school’s state assessment results.</b></p>	0	1	2	4	6	
<p><b>B6) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</b></p>	0	1	2	4	6	

<p><b>Action Plan</b>  <b>Year 1 Action Plan is complete including:</b></p> <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Strategy</b></li> <li>• <b>Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</b></li> <li>• <b>Resources</b></li> <li>• <b>Timeline</b></li> <li>• <b>Oversight</b></li> <li>• <b>Monitoring of implementation</b></li> <li>• <b>Monitoring of effectiveness</b></li> <li>• <b>Funds needed</b></li> </ul> <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	
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<i>C. Budget</i>						
1) Completed the LEA Overview Budget grid	0	0	0	1	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	1	1	
3) Completed Pre-Implementation and One Year (2014-2017) Detail School Budget Narratives and justification forms (if applicable) for each of the three years of the grant period- 4 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	1	1	
4) Completed the Three Year LEA Budget Plan	0	0	0	1	1	
5) Completed Pre-Implementation and One Year (2014-2017) Detail LEA Budget Narratives and justification forms (if applicable) for each of the three years of the grant period- 4 budget pages. <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	1	1	

<b>6) Provided evidence of the LEA’s stakeholder support of proposed budgets and to enact policies to that will allow the LEA and individual schools to implement the chosen model effectively.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	
<i>MDOE review of federal grant funds history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting, cash management or audit exceptions). This review will assist in consideration of whether the proposed LEA/school budgets include sufficient funds for full and effective implementation of selected intervention models.</i>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>D – Assurances</b>						
<b>Signed Assurance page</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	
<b>E - Waivers</b>						
<b>Is the LEA applying for any waivers?</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	