

(S-3) Title IA-Approved Comprehensive Support and Improvement (CSI) Plan

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title I, Part A program.

The information provided in this document serves as general guidance provided by the Maine DOE. Subrecipients under Title I, Part A programs should refer to the full text of the regulations which govern the use of these federal funds, which can be found under the Elementary and Secondary Education Act and within the [Code of Federal Regulations](#). Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

Definitions:

Comprehensive Support and Improvement Plan: A school improvement plan that is developed and implemented for a school in which all student populations are experiencing challenges (Emerging) across all indicators under Maine's Model of School Supports (MMSS)-Maine's State Accountability Plan.

Statutory Requirements:

Elementary and Secondary Education Act: Section 1111 (d)(1)(B); Section 1003(e)

State Guidance:

A SAU, for each school identified by the State for comprehensive support and improvement under section (c)(4)(D(i) and in partnership with stakeholders (including principals, other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan to improve student outcomes.

When undergoing the development of the CSI plan each SAU and identified school should institute the following best practices:

- Engage a diverse group of stakeholders (administrators, teachers, families, community members, etc.) in the process.
- Analyze most recent years' worth of data to determine the goals, activities, and instructional programs that will best meet the needs of all children in the school particularly those student populations that are not meeting all indicators in Maine's Model of School Support.

- Plan for high-quality supplement instructional programming and ongoing professional development that will help address the greatest student needs.

Section 1111(d)(1)(B) CSI Plan Requirements-Monitored through SIG Grants in Grants4ME

- Developed in partnership with stakeholders including principals, other school leaders, teachers, and parents).
- Identified resource inequities (may include a review of school administrative unit and school level budgeting) which are addressed through the implementation of the plan.
- Informed by all indicators in Maine’s Model of School Supports including student performance against State-determined long-term goals.
- Conducted a school needs assessment
- Includes evidence-based interventions.
- Approved by the school, SAU, and SEA.
- Upon approval and implementation, is monitored and periodically reviewed by the SEA.

Section 1003 Requirements—Monitored through ESEA Monitoring in Grants4ME

- Process for how resource inequities were identified and addressed through the implementation of the school improvement plan
- Process for how other Federal, State and Local resources were aligned to carry out activities in the school improvement plan
- Evidence showing how SAU practices modified to provide operational flexibility that enabled full and effective implementation of the school improvement plan
- Evidence that identified school received all federal, state, and local funds.

The SI plan must address all required areas including achievement data, resource inequities, evidence-based practices, and SAU monitoring. Achievement data must be school-level data on State assessments and other [Accountability indicators](#) utilized in Maine’s Model of School Support.

Relevant Documentation:

To demonstrate having met the statutory requirements outlined above, the SAU may provide the Maine DOE with the following type(s) of documentation:

- School Improvement Grant (SIG) Application found in Grants4ME
- Evidence demonstrating the Resource Allocation Review (RAR) process—how resource inequities were identified and addressed by the SAU and school.
- Evidence showing how SAU practices were modified for identified schools to provide operational flexibility to fully and effectively implement their school improvement plans.

- Evidence for how the other resources were aligned to carry out activities in the school improvement plan
- Evidence showing identified school received all federal, state, and local funds

Technical Assistance:

Please feel free to contact the continuous school improvement coordinator at the Maine DOE if you have any questions related to the contents of this document or the requirements for leveraging these Federal funds.