



STATE OF MAINE  
 DEPARTMENT OF EDUCATION  
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**Maine Approved System of Interventions and Supports By Accountability Designation**

A check-mark in a box means that the intervention or support in the left-hand column is required for a school in the accountability category named across the top of the table.

	Priority	Focus	Monitor	Progressing	Meeting	Title I	All Public
Self-Assessment	√	√	√	Available	Available	Available	Available
Improvement Plan	√	√	√	Available*	Available*	Available	Available
Alignment with 7 ESEA Turnaround Principles	√	Available	Available	Available	Available	Available	Available
Targeted Title I accountability / ESEA directed funds	√	√	Available (if applicable)	N/A	N/A	N/A	N/A
Convert to Schoolwide Title I status	√	Available	Available	Available	Available	Available	N/A
School-based improvement team	√	√	√	Available	Available	Available	Available
DOE Specialist Assigned	√	√	Available	N/A	N/A	N/A	N/A
Affinity / Special Issue Networks	√	√	√	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)
Regional Networks	√	Available (if applicable)					
Specialized DOE support (RTI, Content, etc.)	√	√	Available	Available	Available	Available	Available
Transformational Leaders Network	√	√	Available (if applicable)	Available (if applicable)	N/A	N/A	N/A
Quarterly progress reports	√	√	N/A	N/A	N/A	N/A	N/A

	Priority	Focus	Monitor	Progressing	Meeting	Title I	All Public
Annual improvement plan evaluation	√	√	√	N/A*	N/A*	N/A	N/A
DOE-sponsored school improvement events	√	√	Available	Available	Available	Available	Available
User-friendly Maine DOE web-based improvement resources for best practices (instruction, leadership, community engagement)	√	√	Available	Available	Available	Available	Available
Online AMO, SAI, and Gap Index calculator	Available	Available	Available	Available	Available	Available	Available

\* Any LEA with one or more Title I schools with subgroups not meeting AMOs or graduation rate targets, or not meeting ADA or participation targets will be required to provide improvement plans and annual reporting as a component of the consolidated application process. Improvement plans must address the AMOs and targets that were missed. Applicable interventions and supports will be made available to support improvement efforts in these schools.

The theory of action with providing these interventions and supports is that schools will improve when all stakeholders are involved in a comprehensive, collaborative, long-term process that is informed by a research-based framework that begins by analyzing root cause and directs strategies and resources where they are needed most. In order to understand whether or not the interventions and supports are working, Priority and Focus schools will implement their comprehensive school plan and be supported by the Maine DOE for at least three years. Exit criteria are described in section 2.D.v for Priority schools and 2.E.iv for Focus schools.

After Priority and Focus schools demonstrate progress toward their targets for 3 consecutive years, they will continue to receive limited support and monitoring by Maine DOE until they exit their status. Schools that do not demonstrate growth during the first two years of targeted support as either Priority or Focus will experience an expanded set of interventions and supports. These include:

- A Maine DOE/External review team will conduct school assessment using an instrument that is aligned with the 7 ESEA Turnaround Principles.
- The Maine DOE team will support and approve the construction of an updated school improvement plan informed by the external review.
- Focus schools not demonstrating progress during the first two years must address all 7 Turnaround Principles.
- All Priority and Focus schools not demonstrating progress during the first two years must also set-aside 20 percent of their district Title I allocation to support the school improvement plan. The school must submit a proposed spending plan for these funds to the Maine DOE for

approval through the NCLB consolidated application process. Title I staff will review and approve plans based on alignment between the proposed activities and the school improvement plan. If there still is no improvement from year 3 to year 4, then the school must identify – with the guidance and approval of the DOE, and at the district’s expense, - at least one certified specialist - whose primary responsibility will be to provide ongoing classroom-based professional development and support around the implementation of best practices for instruction. The area of expertise of this classroom-based professional and their work in the school must directly align with the identified needs that result from the externally conducted school assessment. Districts may use funds from the required 20 percent set-aside to meet this requirement.