New Hampshire Department of Education

State School Improvement Grant Application

Title I, Part A Section 1003(g) of the
Elementary and Secondary Education Act

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APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

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Signature of the Chief State School Officer: X Virginia M. Barry	Date: Original submitted: 2/25/2010 Revision 1 submitted: 05/25/2010 Revision 2 submitted: 06/24/2010 Revision 3 submitted: 07/16/2010

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

SEA REQUIREMENTS

A. Eligible Schools:

The list of New Hampshire's Tier I, Tier II, and Tier III schools (sorted by Local Education Agency -LEA) is provided in *SEA Appendix A*. New Hampshire's Tier I and Tier III eligible school lists were expanded (noted in the list provided by the notation in the "newly eligible" column) based on the options provided by the United States Department of Education (US ED), an explanation of the process used is provided in the New Hampshire School Improvement Grant Local Education Agency Application in *LEA Appendix A*.

The New Hampshire Department of Education (NH DOE) definition of persistently lowest-achieving schools can be found in *SEA Appendix B* of this document.

B. Evaluation Criteria:

Part 1

The NH DOE will use the criteria outlined below to evaluate an LEA's application with respect to each of the following actions:

(1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

Upon US Department of Education (US ED) approval of the NH School Improvement Grant (SIG), the NH DOE will post on the NH DOE website and disseminate to all NH Superintendents and Title I Project Managers the list of NH SIG eligible schools, grant information and further information regarding needs assessment tools available.

The NH DOE will then hold statewide conference calls/webinars for all eligible schools, describing the grant details, application process, needs assessment tools and answer questions. The NH DOE will also hold additional technical assistance sessions and will meet with LEAs as needed to support the NH SIG application process.

LEAs submitting an application for a Tier I and/or Tier II school will be asked to submit an intent to apply to the NH DOE. Each of these LEAs will be offered a $3,000 needs assessment and planning grant, funded by Title I, Part A 1003a and state education improvement funds.

As part of the application, LEAs will be required to submit the following baseline data **collected by LEAs on the form found in *SEA Appendix G (LEA Appendix C)*.**
:

- **Number of minutes within the school year;**
- **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
- **Dropout rate;**
- **Student attendance rate;**
- **Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;**
- **Discipline incidents;**
- **Truants;**

- **Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and**
- **Teacher attendance rate.**

Updated information will be required of each grantee in annual progress reports.

The NH SIG application will require each LEA to conduct a needs assessment of the eligible schools within their LEA. The NH DOE has offered the following needs assessment tools:

- **Center for Innovation and Improvement's (CII) Rapid Improvement process**
- **Assessment Continuum of Schoolwide Improvement Outcomes**

Webinars will be held by the NH DOE to discuss the components that must be included in the needs assessment, tips shared as to best ways to facilitate the process and a checklist will be provided that outlines the components that will be checked by reviewers.
In the application, the LEA must also clearly articulate the results of their needs assessment and the goals they have selected to best meet their identified needs. All applications will be reviewed using the Needs Assessment Rubric Feedback Form (*SEA Appendix C*).Based on the results of the review, NH DOE leadership will discuss any further needs assessment information required, in order to ensure that all areas of concern are identified and addressed. LEAs will be required to determine their priority issues that have the greatest likelihood of improving student achievement. The LEA application will also require an intervention model to be identified and how it was chosen as the best match to the improvement goals for the particular school.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

In order to determine if the LEA/school has the capacity to use the SIG funds in a manner that will adequately maximize resources and support to successfully implement the selected intervention model fully and effectively in the given school(s), the NH DOE will require LEAs to provide evidence of stakeholder support to enact policies that will allow the individual schools the autonomy needed to implement the chosen model effectively must also be provided by LEAs in their application.

The NH DOE will require each LEA to complete the LEA Capacity Rubric *(SEA Appendix D/LEA Appendix D)* rating their capacity to assist the lowest-achieving schools in the implementation of the selected intervention model.

The assessment will be reviewed by the NH DOE staff and approved applications must receive a score of at least 20 out of 24 possible points. Areas of concern will be communicated to LEA administrators. If concerns can not be appropriately resolved, funds will not be awarded.

The NH DOE will also review the federal fund grant history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting or audit exceptions).

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The NH DOE will require applications to provide:

- **A SIG Action Plan (LEA application, page 14) that outlines the substantive interventions and strategies of the school intervention which will be implemented to support full implementation of the model**
- **A Three Year School Budget Plan (LEA application, page16) that must align with the goals and parameters of the grant**
- **A One Year Detailed School Budget Narrative (LEA application, page 17), with supporting justification forms for any professional development, contracted services and equipment planned.**

As part of future progress reports, LEAs will be required to submit updated detailed budgets for year two and year three as a component of the yearly progress report.

To evaluate whether the documentation provided by the LEA demonstrates sufficient resources to implement the intervention model, the application reviewers will use the Intervention and Budget Alignment Rubric *(SEA Appendix E)*:

<u>Part 2</u>

The NH DOE has included assurances (LEA application, page18-19) within the NH SIG LEA application that Superintendents must sign to ensure their commitment to do the following:

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

In addition to the signed assurances, the NH DOE has included questions related to each of the components described in Part 1 in the LEA application. NH DOE will be working with the applicants throughout the application process to ensure that stakeholders are supportive and committed to the assurances. The NH DOE will use the following measures to ensure commitment to meet the final regulations.

<u>Design and implement interventions consistent with the final requirements.</u>

- **Each LEA will submit a letter of intent to apply for the SIG by April 2, 2010**
- **Each LEA with eligible Tier I and Tier II schools will participate in the following webinars:**
  a. **SIG Overview (March 11, 2010)**
  b. **SIG-Turnaround & Transformation Models (March 16, 2010)**
  c. **SIG-Restart and School Closure Models (March 18, 2010)**

- **Each LEA application will be evaluated by reviewers using the scoring rubric to evaluate the commitment and capacity of the LEA to implement the selected intervention model.**
- **The NH DOE Title I staff and Statewide System of Support (SSOS) will continue to provide technical assistance throughout the project period.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric *(SEA Appendix F)***

Recruit, screen, and select external providers, if applicable, to ensure their quality.

- **The LEA is required to demonstrate that it has developed procedures to recruit, screen and select external providers. The process must include a variety of stakeholders. These procedures will be articulated in Section B(4) of the LEA application. Evaluation of the response submitted for this element is included in the NH DOE Scoring Rubric.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric *(SEA Appendix F)***

Align other resources with the interventions.

- **The LEA application requires budget details to assist the reviewer in determining how additional resources are aligned to support the selected intervention. Additional resources may include Title I, Part A, 1003(a), Title IIA or D, Title III and state and local funding. Title I staff will be overseeing the implementation of this grant, so alignment of Title I resources will be analyzed throughout the grant period.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric *(SEA Appendix F)***

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

- **The LEAs will be required to provide local School Board meeting minutes to show support of the SIG application, implementation (including modification of policies and practices) and willingness to accept Title I 1003(g) regular and ARRA funds.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric *(SEA Appendix F)***

Sustain the reforms after the funding period ends.

- **The LEA application requires a narrative description to confirm that the LEA plans to sustain the reform efforts beyond the grant period. This commitment will be checked throughout the grant period through annual progress reports, review of local School Board minutes and through ongoing discussions between NH DOE and LEA stakeholders. After the first implementation year, the progress report will require detail regarding the following:**
  - **Alignment of action steps and budget items to other funding requirements**
  - **Sustainable practices (i.e. using a train-the-trainer model so that external facilitation or professional development can be brought in and sustained with the LEA staff).**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric *(SEA Appendix F)***

In the final review, committee members will discuss any particular areas of concern with the LEA to ensure compliance and commitment. Members may require additional documentation.

C. Capacity:

The NH DOE will require each LEA applicant to serve all of its Tier I schools using one of the four school intervention models outlined by the US ED unless the LEA demonstrates that it lacks sufficient capacity to do so. To assess the capacity of the individual Tier I schools the NH DOE will require a description of the following from all LEA applicants for each eligible Tier I school, including those that they claim do not have the capacity to implement a SIG model:

- **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 or partnerships that they have or could form in order to implement a restart model;**
- **Commitment of the school community, including the school board to eliminate barriers, change policies and practices that will support the intervention models;**
- **The ability to implement the basic elements of the chosen intervention model by the beginning of the 2010-2011 school year;**
- **History of capacity to implement school improvement plans; and**
- **An identified SIG Coordinator that can attend monthly NH DOE SIG Coordinator meetings.**

If an LEA claims it lacks sufficient capacity to serve each Tier I school, the NH DOE will evaluate the validity of the LEA's claim. If the NH DOE determines that an LEA has more capacity to implement an intervention model in Tier I or Tier 2 school than the LEA demonstrates to implement an intervention model in a given school, the NH DOE will discuss the capacity issues with the Superintendent and factor the information into the approval of the LEA application. This may lead to requiring the LEA to implement a model in the given school in order to receive approval for other schools within the LEA or rejecting an LEA application completely.

D. Descriptive Information:

(1) Describe the SEA's process and timeline for approving LEA applications.

<u>Stage 1: Initial Review:</u>
The first stage of the review process involves an initial review team. This team is comprised of NH DOE staff, external reviewers and educational consultants knowledgeable about school improvement/reform. All participants sign assurances regarding any conflicts of interest. Reviewers are given the applications to read individually, using the Application Scoring Rubric (*LEA Appendix G*) to determine both compliance with the Title I 1003(g) SIG guidance and whether or not the application shows sufficient promise of success. The reviewers then meet as a group and discuss each item of the Scoring Rubric, sharing their notes and providing final points for each section.

The points on the scoring rubric are used to distinguish between areas that are satisfactory and areas that need further development in the next stage of the review process. There is no set cut-

off score established, due to the fact that all components of the application must reflect that the LEA meets the standards or has presented an appropriate plan to meet the standards during the period of the grant. For instance, an LEA may receive a high overall score, but low points in capacity. Since capacity is an issue, the reviewers will recommend that the area of capacity be addressed in the next stage of review and not automatically promote the applicant based on the overall high score or disqualify them due to the initial view of capacity being rated as low. The applications will be scored at the LEA level, but each school within the application will be viewed individually as well to ensure that all schools meet the requirements.

The notes from each reviewer and the reviewer group discussion are then compiled and shared with the second level reviewers and LEA during the second stage of the review.

Stage 2: Application Clarification Meetings:

The second stage of the review process involves meetings with each applicant. These meetings are comprised of LEA SIG team members and NH DOE staff. At this meeting the initial reviewers notes are shared with the group and the grant components are discussed. During this meeting any issues of concern and possible resolutions are discussed. The selected reform model outline is referenced during the meeting to ensure that all required components are addressed in the LEA plan. The budget is then reviewed and discussed as well, noting any possible changes due to the discussion. If, for any reason, an individual school is determined as not having the ability to implement the SIG, a discussion will be held as to the inclusion or elimination of this school in the LEA's application.

After the stage two meeting, the NH DOE sends to the LEA a list of decision points generated during the meeting that would reflect needed changes to the application and any remaining areas of concern, if any. Based on this feedback, the LEA must revise their application and resubmit as a final version to the NH DOE.

The goal of this stage in the review is to work with applicants to strengthen their plans and determine if the areas of concern that can be improved to a satisfactory level.

Stage 3: Awarding of Grants:

The third stage of review includes a review of the final application submitted by each LEA. If there is any need for further clarification or modifications to an application during this stage, the reviewers will contact the LEAs. All applications considered for funding must demonstrate consistent strength throughout their entire application. The final review team will then recommend to the NH Commissioner of Education which LEAs can be funded based on their reviews. If the requests for funding exceed the funds available, priority in awarding of funds will be given to Tier I and II schools, as noted in the final regulations for the grant by the US Department of Education.

LEA Application and Grant Approval Timeline:

April 2nd	**LEA intent to apply and planning grant request due to the NH DOE**
April 5th - 9th	**NH DOE review and approval of LEA planning grants**
May 7th	**Complete LEA application due to the NH DOE**
June 1st – Aug. 27th	**Three step application review**
by Aug. 27th	**LEA grants awarded by the NH DOE**
Aug. 27th –Sept. 7th	**LEA begins implementation of grant and intervention model**

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

The NH DOE will require all grant participants to complete an annual evaluation/progress report that will include an update on each component of the selected intervention model, an updated budget (including added detail for the upcoming year) and evidence of strategies implemented, successful outcomes or challenges that impeded progress towards established goals.

The NH DOE review teams will use a progress report that will include responses to the following in order to determine if funding for year two or three should be awarded:

- **Has the LEA provided evidence that the intervention model is being implemented appropriately, according to model descriptions/requirements?**
- **Has the school made adequate progress towards goals established within the LEA SIG grant and district/school improvement grants and/or strategic plans?**
- **Have funds been utilized appropriately?**
- **Have there been any changes within the LEA that may impact the capacity to continue implementation of the intervention model?**
- **Is the LEA and/or school in good standing regarding school approval and federal and state program/accountability requirements?**
- **Has the LEA submitted required data and reports in a timely fashion?**
- **What is the evidence of successful outcomes resulting from goals established in the intervention model?**

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

The NH DOE will use the same progress reporting and monitoring procedures for Tier III schools as previously described for the Tier I and Tier II schools. If in reviewing the progress report the NH DOE determines that the Tier III school is not meeting its agreed upon goals, the NH DOE will meet with the LEA leadership to address the concerns. If the final determination is that the LEA cannot implement the interventions appropriately, the funding will be discontinued.

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

For each participating LEA, the NH DOE will assign a NH DOE SIG Liaison. The liaison may be a NH DOE staff member or contracted service provider specializing in school reform. The liaison and/or contracted service provider will monitor each LEA's SIG grant implementation through various methods, including: onsite visits, desk audits, SIG Coordinator meetings, phone discussions, report reviews and quarterly meetings with LEA teams.

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

Priority in awarding of grants will be given to LEA's seeking to fund Tier I or Tier II schools (regardless if eligibility is determined by mandatory eligibility criteria or state options) and be based on available funding. Section II.B.4 of the US ED SIG final requirements will be followed if further prioritizing is warranted.

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

In addition to following Section II.B.4 of the US ED SIG final requirements the NH DOE will prioritize among approvable Tier III schools by awarding first to those that are willing to implement one of the four intervention models. The next level of schools considered will be those that fall in the lowest 20%, as measured by statewide performance index scores.

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

NH law currently prohibits the NH DOE or state board of education to take control of the daily operations of any public school (New Hampshire Revised Statutes Annotated 193-H:5).

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

At the time of the NH DOE's submission of this application, it has not yet been determined whether the NH DOE will provide services directly to any schools in the absence of a takeover. If the NH DOE later decides to provide such services, the NH DOE will amend the SEA application to provide the required information.

E. Assurances:

By submitting this application, the SEA assures that it will do the following:

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- ☒ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ☐ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements. **(Not applicable, as NH is not participating in the pilot program)**
- ☒ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final requirements.

F. SEA Reservation:

The NH DOE plans to use the SIG Title I, Part A 1003g regular and ARRA administration funds to hire additional staff members to oversee the SIG grantees and provide professional development and technical assistance to the LEAs and individual schools. The NH DOE also plans to contract with consultants in an effort to increase monitoring and technical assistance for participating LEAs and broaden the school reform perspective and experience level of the NH DOE and LEA staff.

G. Consultation with Stakeholders:

The NH DOE has met with the Committee of Practitioners (in accordance with section 1903(b) of the ESEA) to share preliminary SIG information and guidance as well as final guidance to gain input from multiple stakeholders and make decisions pertaining to options that the state has in developing the process and how the participating LEAs and schools can best be supported throughout the process.

☒ The NH DOE has consulted with its Committee of Practitioners regarding the information set forth in its application.

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

☒ The NH DOE has consulted with and provided grant information to other relevant stakeholders, including:

- LEA Superintendants
- NH Parent Information Resource Center
- NH City Year
- LEA Administrators
- Partnerships in Education
- National Educators Association (NEA)-NH
- American Federation of Teachers (AFT)-NH
- NH School Administrators Association
- NH School Principals Association

H. Waivers:

At the time that the original NH Title I School Improvement Grant application was submitted to the US ED, the waiver information was still posted for LEA and public comment. The public comment period is scheduled to end on March 3rd, at which time the comments will be compiled and considered by the NH DOE. Soon after, an amendment will be sent to the US ED regarding the waiver request, accompanied by the actual postings and comments received.

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

NH believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- ☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- ☒ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- ☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

NH assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

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

NH assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

***SEA Appendix A*: New Hampshire Title I 1003(g) School Improvement Grant Eligible Schools**

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
Allenstown School District	3301380	Armand R Dupont School	330138000002			x		
Allenstown School District	3301380	Allenstown Elementary School	330138000001			x		
Amherst School District	3301470	Clark Wilkins School	330147000006			x		
Andover School District	3301500	Andover Elementary	330150000008			x		
Barnstead School District	3301620	Barnstead Elementary	330162000012			x		
Barrington School District	3301650	Barrington Elementary	330165000013			x		
Berlin School District	3301860	Brown Elementary School	330186000022			x		
Berlin School District	3301860	Hillside Elementary School	330186000163			x		
Berlin School District	3301860	Berlin Junior High School	330186000024			x		x
Berlin School District	3301860	Berlin Senior High School	330186000027			x		x
Bethlehem School District	3301890	Bethlehem Elementary School	330189000028			x		
Bow School District	3301950	Bow Elementary School	330195000480			x		
Chester School District	3302250	Chester Academy	330225000035			x		
Claremont School District	3302340	Disnard Elementary School	330234000488			x		
Claremont School District	3302340	Maple Avenue School	330234000040			x		
Claremont School District	3302340	Claremont Middle School	330234000039			x		x
Claremont School District	3302340	Stevens High School	330234000045			x		x
Colebrook School District	3302400	Colebrook Elementary School	330240000050			x		
Concord School District	3302460	Beaver Meadow	330246000496			x		
Concord School District	3302460	Broken Ground School	330246000053			x		
Concord School District	3302460	Dame School	330246000056			x		
Concord School District	3302460	Kimball -Walker School	330246000060			x		
Concord School District	3302460	Rumford School	330246000062			x		

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
Concord School District	3302460	Rundlett Middle School	330246000063			x		
Concord School District	3302460	Concord Senior High School	330246000055			x		
Contoocook Valley School District	3302480	Pierce Elementary School	330248000074			x		
Conway School District	3302490	John H Fuller School	330249000078			x		
Deerfield School District	3302580	Deerfield Community School	330258000082			x		
Derry School District	3302610	Derry Village School	330261000083			x		
Derry School District	3302610	Grinnell School	330261000085			x		
Dover School District	3302640	Dover Middle School	330264000089			x		
Dover School District	3302640	Woodman Park School	330264000094			x		
Epping School District	3302880	Epping Middle School	330288000540			x		x
Epping School District	3302880	Epping High School	330288000103			x		x
Fall Mountain Regional School District	3302990	Charlestown Primary School	330299000115			x		
Farmington School District	3303000	Valley View Community Elementary School	330300000597			x		
Farmington School District	3303000	Henry Wilson Memorial School	330300000124	x				
Farmington School District	3303000	Farmington Senior High School	330300000123		x			
Franklin School District	3303090	Bessie C Rowell School	330309000127			x		
Franklin School District	3303090	Franklin Middle School	330309000511	x				
Franklin School District	3303090	Franklin High School	330309000128		x			
Gilmanton School District	3303210	Gilmanton Elementary School	330321000136			x		
Goffstown School District	3303240	Bartlett Elementary School	330324000138			x		
Goffstown School District	3303240	Maple Avenue School	330324000139			x		
Goshen-Lempster Coop School	3303300	Goshen-Lempster Coop	330330000143			x		

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
District		School						
Governor Wentworth Reg School District	3303330	Ossipee Central School	330333000149			x		
Governor Wentworth Reg School District	3303330	Kingswood Regional Middle School	330333000512			x		
Haverhill Cooperative School District	3303660	Haverhill Cooperative Middle	330366000020			x		
Haverhill Cooperative School District	3303660	Woodsville Elementary School	330366000159			x		
Henniker School District	3303690	Henniker Community School	330369000161			x		
Hillsboro Deering Cooperative School District	3303750	Hillsboro-Deering Elementary	330375000165			x		
Hillsboro Deering Coop School District	3303750	Hillsboro-Deering Middle School	330375000481			x		x
Hillsboro Deering Coop School District	3303750	Hillsboro-Deering High School	330375000166			x		x
Hinsdale School District	3303780	Hinsdale Elementary School	330378000167			x		
Hinsdale School District	3303780	Hinsdale Junior High School	330378000048			x		
Hooksett School District	3303870	Fred C Underhill School	330387000173			x		
Hooksett School District	3303870	David R Cawley Middle School	330387000618			x		
Hooksett School District	3303870	Hooksett Memorial School	330387000175			x		
Hudson School District	3303930	Alvirne High School	330393000179			x		
Hudson School District	3303930	Dr H O Smith School	330393000180			x		
Hudson School District	3303930	Hills Garrison Elementary School	330393000593			x		
Hudson School District	3303930	Hudson Memorial School	330393000181			x		
Inter-lakes School District	3303960	Inter-lakes Elementary	330396000184			x		

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
		School						
Inter-lakes School District	3303960	Inter-lakes Middle Tier	330396000525			x		
Jaffrey-Rindge Coop School District	3304030	Conant High School	330403000188			x		x
John Stark Regional School District	3300003	John Stark Reg High School	330000300500			x		
Keene School District	3304050	Symonds Elementary School	330405000206			x		
Laconia School District	3304140	Elm Street School	330414000209			x		
Laconia School District	3304140	Woodland Heights Elementary	330414000213			x		
Laconia School District	3304140	Laconia High School	330414000210			x		x
Lebanon School District	3304230	Hanover Street School	330423000217			x		
Lebanon School District	3304230	Lebanon Junior High School	330423000219			x		
Lebanon School District	3304230	Mt Lebanon School	330423000220			x		
Lincoln-Woodstock School District	3304260	Lin-Wood Public Elementary School	330426000493			x		
Lisbon Regional School District	3304290	Lisbon Regional Elementary School	330429000533			x		
Lisbon Regional School District	3304290	Lisbon Regional Middle School	330429000534			x		
Litchfield School District	3304350	Griffin Memorial School	330435000228			x		
Litchfield School District	3304350	Litchfield Middle School	330435000514			x		
Littleton School District	3304380	Mildred C Lakeway School	330438000230			x		
Littleton School District	3304380	Littleton High School	330438000229		x			
Londonderry School District	3304410	Londonderry Middle School	330441000232			x		
Londonderry School District	3304410	North Londonderry Elementary	330441000234			x		
Londonderry School District	3304410	South Londonderry	330441000473			x		

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
		Elementary						
Manchester School District	3304590	Bakersville School	330459000240	x				
Manchester School District	3304590	Beech Street School	330459000241	x				
Manchester School District	3304590	Gossler Park School	330459000246	x				
Manchester School District	3304590	Hallsville School	330459000249			x		
Manchester School District	3304590	Northwest Elementary School	330459000505			x		
Manchester School District	3304590	Parker Varney School	330459000254	x				
Manchester School District	3304590	Wilson School	330459000263	x				
Manchester School District	3304590	Henry McLaughlin Middle School	330459000576	x				x
Manchester School District	3304590	Hillside Middle School	330459000251			x		x
Manchester School District	3304590	Parkside Middle School	330459000255	x				x
Manchester School District	3304590	Southside Middle School	330459000258	x				x
Manchester School District	3304590	McDonough School	330459000485			x		
Marlborough School District	3304620	Marlborough Elementary School	330462000264			x		
Mascenic Regional School District	3304670	Boynton Middle School	330467000515			x		
Mascenic Regional School District	3304670	Mascenic Regional High School	330467000270			x		x
Mascoma Valley Reg School District	3304680	Indian River School	330468000498			x		
Merrimack Valley School District	3304760	Boscawen Elementary School	330476000281			x		
Merrimack Valley School District	3304760	Penacook Elementary School	330476000283			x		
Milan School District	3304800	Milan Village Elementary	330480000289			x		

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
		School						
Milton School District	3300616	Milton Elementary School	330061600295			x		
Milton School District	3300616	Nute Junior High School	330061600296	x				x
Milton School District	3300616	Nute High School	330061600544		x			
Monadnock Regional School District	3304890	Gilsum Elementary School	330489000300	x				x
Monadnock Regional School District	3304890	Mount Caesar School	330489000302			x		
Monadnock Regional School District	3304890	Troy Elementary School	330489000305			x		
Monadnock Regional School District	3304890	Monadnock Regional Jr High	330489000061			x		x
Monadnock Regional School District	3304890	Monadnock Regional High School	330489000301			x		x
Mont Vernon School District	3304950	Mont Vernon Village School	330495000309			x		
Nashua School District	3304980	Dr Norman W Crisp School	330498000486			x		
Nashua School District	3304980	Fairgrounds Elementary School	330498000508			x		
Nashua School District	3304980	Ledge Street School	330498000320			x		
Nashua School District	3304980	Mt Pleasant School	330498000322			x		
New Boston School District	3305040	New Boston Central School	330504000329			x		
Newfound Area School District	3305220	Bristol Elementary School	330522000332			x		
Newfound Area School District	3305220	Danbury Elementary School	330522000334			x		
Newfound Area School District	3305220	Newfound Memorial Middle School	330522000517			x		
Newmarket School District	3305280	Newmarket Elementary School	330528000340			x		
Newport School District	3305310	Richards Elementary School	330531000343			x		

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
Newport School District	3305310	Towle Elementary School	330531000344			x		
Newport School District	3305310	Newport Middle School	330531000093			x		
Northumberland School District	3305400	Groveton Elementary School	330540000346			x		
Nottingham School District	3305460	Nottingham Elementary School	330546000349			x		
Pelham School District	3305550	Pelham Elementary School	330555000600			x		
Pembroke School District	3305580	Pembroke Academy	330558000359			x		
Pittsfield School District	3305730	Pittsfield Elementary School	330573000509			x		
Pittsfield School District	3305730	Pittsfield Middle School	330573000539	x				x
Pittsfield School District	3305730	Pittsfield High School	330573000366		x			
Portsmouth School District	3305820	New Franklin School	330582000377			x		
Raymond School District	3305880	Iber Holmes Gove Middle School	330588000521			x		
Raymond School District	3305880	Lamprey River Elementary	330588000384			x		
Raymond School District	3305880	Raymond High School	330588000385			x		
Rochester School District	3305940	Chamberlain Street School	330594000388			x		
Rochester School District	3305940	East Rochester School	330594000392			x		
Rochester School District	3305940	Mcclelland School	330594000391			x		
Rochester School District	3305940	School Street School	330594000393			x		
Rochester School District	3305940	William E. Allen School	330594000386			x		
Rollinsford School District	3305970	Rollinsford Grade School	330597000396			x		
Sanborn Regional School District	3306080	Daniel J Bakie School	330608000478			x		
Sanborn Regional School District	3306080	Memorial School	330608000477			x		
Seabrook School District	3306150	Seabrook Middle School	330615000601			x		x

New Hampshire School Improvement Grant (SIG) Eligible Schools								
LEA Name	**NCES LEA ID**	**School**	**NCES School ID**	**Tier I**	**Tier II**	**Tier III**	**Grad Rate**	***Newly Eligible**
Shaker Regional School District	3306180	Belmont Middle School	330618000413			x		
Somersworth School District	3306240	Hilltop School	330624000419			x		
Somersworth School District	3306240	Maple Wood Elementary School	330624000483			x		
Somersworth School District	3306240	Somersworth Middle School	330624000420			x		
Unity School District	3306750	Unity Elementary School	330675000441			x		
Wakefield School District	3306780	Paul Elementary School	330678000442			x		
Weare School District	3306930	Center Woods School	330693000025			x		
Westmoreland School District	3307020	Westmoreland School	330702000450			x		
White Mountain Regional School District	3307050	Lancaster Elementary School	330705000453			x		
White Mountain Regional School District	3307050	Whitefield Elementary School	330705000004			x		
Wilton School District	3307110	Florence Rideout Elementary	330711000456			x		
Winnisquam Regional School District	3307300	Sanbornton Central School	330730000464			x		
Winnisquam Regional School District	3307300	Southwick School	330730000204			x		
Winnisquam Regional School District	3307300	Winnisquam Regional Middle School	330730000466			x		
Winchester School District	3307140	Winchester Elementary School	330714000459			x		
		TOTAL ELIGIBLE SCHOOLS:		13	5	140	0	21
* = newly eligible schools based on the options provided by the US ED to include additional schools in the tiers of eligibility.								

***SEA Appendix B*: New Hampshire's Persistently Lowest-Achieving Schools Definition**

The following provides details as to the information and process used by New Hampshire to identify the persistently lowest-achieving schools.

Definitions from New Hampshire's Rules for Public School Approval (NH RSA 189:25):

- A public school containing any of the grades kindergarten through 8 is classified as an elementary school.
- A public elementary school containing any combination of grades 4-8 may be classified as a public middle school, subject to meeting the rules applicable to all middle schools. (NH RSA 189:25)
- A public school or public academy containing any of the grades 9 through 12 is classified as a secondary, or high school, subject to meeting the rules applicable to all high schools.

Using the above referenced state definitions and in accordance with guidance provided within the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document, items B-V-4 through B-V-18, New Hampshire developed the following:

New Hampshire's "persistently lowest-achieving schools" are:

(a) Any Title I school in improvement, corrective action, or restructuring that —

(i) Is among the lowest-achieving five percent of Title I Schools in Need Improvement, Corrective Action, or Restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring 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 CFR 200.19(b) that is less than 60 percent over a number of years;

and

(b) Any secondary school that is eligible for, but does not receive, Title I funds that —

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

IDENTIFICATION PROCESS

Review of student achievement results. All available student achievement data for the "all students" group from New Hampshire's approved state assessment, the New England Common Assessment Program (NECAP), was reviewed for each school on the above-referenced lists. Four years of NECAP data (2005-2008) was reviewed for elementary and middle schools, and two years of NECAP data (2007 and 2008) was reviewed for high schools. As the data available increases in future years, four years of data across all school attendance areas will be used. As the raw student achievement data for the state's reading and mathematics assessments converts to a 100-point index score system, the index scores in each content area for the "all students" group were added together for each school in order to produce an annual combined score. The index system is consistent with items B-V-8 and B-V-16 through B-V-18 of the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document. The annual combined scores were then totaled (four years for elementary or middle schools and two years for high schools) to produce a cumulative achievement score for each school. New Hampshire chose not to weight data used in identifying the persistently lowest-achieving schools.

Selection of schools. For each list, schools were rank-ordered from lowest to highest on the basis of the cumulative achievement score. Schools at the top of each rank-ordered list were determined to be the state's persistently lowest-achieving. Seven elementary and/or middle schools (5% of 132) from the Title I Schools in Need of Improvement, Corrective Action, or Restructuring list, and five high schools from the Title I Eligible list were selected (as of January 2010).

Based on the most recent four years of data, no high school in New Hampshire (as of January 2010) met the selection criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

SEA Appendix C: Needs Assessment Rubric

Needs Assessment Process	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Structure/tool • Timeline • Data collected • Analysis		
Stakeholder Involvement	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Parents/community • Teachers/Staff • School Administration • District Administrators/Superintendent		
Student Achievement Data	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• AYP data analysis (including subgroup trends) • Use of formative assessments to inform instruction		
Governance Structure	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Structure of governance/leadership • Time spent focused on instruction (in classroom or meetings) • Leadership history/trends		
District policy/practices • that *enable* reform process • that *may hinder* reform process		
School policy/practices • that *enable* reform process • that *may hinder* reform process		
Instruction	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Use of time throughout the school day • Instruction evaluation process • Use of student data to inform • Use of technology and other resources		

Curriculum	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Structure of curriculum delivery model (including differentiation, RtI, America's choice, etc.) • Alignment to state standards and Grade Level Expectations (GLEs)		
Professional Development	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Recent professional development initiatives and measured effectiveness		
School Culture and Climate	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Student engagement in classroom and overall school community • Behavioral programs and statistics • Parental involvement and support • Community involvement, support and resources		
Outcomes	**Yes –** LEA provided **s**ufficient evidence	**No** - LEA did not provide sufficient evidence
• Recognized areas of weakness • Recognized areas of strength (with potential use to leverage improvement efforts) • Priorities		

SEA Appendix D: LEA Capacity Rubric

Criteria	Poor	Satisfactory	Commendable	Rating & Comments
LEA governance and decision making methods	LEA governance is structured in a method that allows for no district or school level decision making authority in regards to reform initiatives, with decision power held by the local school board	LEA governance is structured in a method that allows for district level decision making authority in regards to reform initiatives	LEA governance is structured in a method that allows for district and school level decision making authority in regards to reform initiatives, allowing for operational flexibility at the school level	
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	
Approval of the district in need of improvement and/or school in need of improvement plans	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	
This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion regarding LEA capacity.				

SEA Appendix E: Intervention and Budget Alignment Rubric

Use the following rubric to check for alignment between the LEA's Action Plan (with specific activities/interventions outlined), the Budget Narratives, and the chosen implementation model. This rubric is to be used to gather comments to share regarding concerns in the outlined areas and to inform the scoring for B2 of the Scoring Rubric		
Criteria	**Yes**	**No (reviewer comments)**
1. A budget included for each Tier I and Tier II school		
2. The budget includes attention to each element of the selected intervention (check for alignment to each element and note any areas not addressed)		
3. The budget for each school is sufficient and appropriate to support full and effective implementation of the selected intervention over a period of three years		
4. Projected budgets are reasonable, allowable and necessary for model implementation		
5. The budget is planned at a minimum of $50,000 and does not exceed $2,000,000 per year, per school		
6. The LEA has the financial resources to serve the number of Tier I, II and III schools that are indicated		
7. A clear alignment exists between the goals and interventions selected and funding request		

SEA Appendix F: Commitment to Assurances Rubric

This rubric is used to assess if the LEA and individual schools have included evidence of the elements referenced below as currently in place within their LEA/school or have presented a sufficient plan to address them within the grant.

Design and Implement interventions consistent with the final requirements			
Lacks sufficient information	**Marginal-Requires revision/clarification**	**Good-Accepted as presented**	**Reviewer comments**
The design and implementation plan of interventions is not provided and therefore does not show alignment to the final requirements	A design and implementation plan of interventions is presented, but does not address all of the components mandated within the final requirements	A design and implementation plan of interventions is presented that addresses all elements mandated through the final requirements.	
The LEA has or will recruit, screen, and support appropriate external providers.			
Lacks sufficient information	**Marginal-Requires revision/clarification**	**Good-Accepted as presented**	**Reviewer comments**
--*No plan* exists to identify external providers. --Available providers have *not been investigated* as to the successfulness of their school/LEA reform. (evidence would include resumes, performance evaluation results, history of organization, etc.) --Parents and community are not involved in the selection process --The roles and responsibilities of the LEA and the external provider are not defined --The LEA does not indicate that it will hold the external provider accountable to high performance standards	--A plan exists but is not in-depth to identify external providers willing to serve in the LEA's part of the state --Available providers have not been or limitedly investigated as to the successfulness of their school/LEA reform (evidence would include resumes, performance evaluation results, history of organization, etc.) --Parents and community have limited involvement in the selection process --The roles and responsibilities of the LEA and the external provider are not clearly defined --The LEA indicates that it will hold the external provider accountable to performance standards	--A timely plan exists to identify external providers willing to serve in the LEA's part of the state --Available providers have been thoroughly investigated as to the successfulness of their school/LEA reform evidence would include resumes, performance evaluation results, history of organization, etc.) -Evidence on the chosen external provider shows potential to successfully facilitate school reform. --Parents and community are fully involved in the selection process --The roles and responsibilities of the LEA and the external provider are clearly defined --The LEA indicates that it will hold the external provider accountable to high performance standards	
The LEA has or will align other resources with the interventions.			
Lacks sufficient information	**Marginal-Requires revision/clarification**	**Good-Accepted as presented**	**Reviewer comments**
--Inappropriate or a few financial and non-financial resources have been identified. --Ways in which to align the interventions with resources have not been	--Limited financial and non-financial resources have been identified. --For some of the resources identified, general ways to align to the intervention model have been provided.	--Multiple financial and non-financial resources have been identified. --For each resource identified, specific ways to align to the intervention model has been provided.	

provided or do not correspond to the selected intervention model.			
The LEA has or will modify its practices and policies to enable the full and effective implementation of the intervention.			
Lacks sufficient information	**Marginal-Requires revision/clarification**	**Good-Accepted as presented**	**Reviewer comments**
--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements --Evaluation does not differentiate performance across categories. --The principal and teacher evaluation process includes one or no observations, based on school/student performance. --Dismissal policy is never utilized for ineffective teachers and principals. --Very little or no flexibility for hiring, retaining, transferring and replacing staff to facilitate the model. --Very limited or no additional instructional time added.	--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements --Evaluation indicates some differentiation of performance across a few categories. --The principal and teacher evaluation processes does not include an annual observation and is based on school and/or student performance for less than 51%. --Dismissal policy for ineffective teachers and principals is not provided, is unclear or is effective --Limited flexibility has been provided by the LEA to the school for hiring, retaining, transferring and replacing staff to facilitate the model. --Some instructional time is added (if model requires).	--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements --Evaluation clearly differentiates performance by 4 rating categories (i.e., highly effective, effective, improvement necessary, ineffective). --Teacher and principal evaluations process includes at least annual observations for teachers and leaders and is at least 51% based on school and/or student performance. --A clear and effective dismissal pathway for ineffective teachers and principals is presented. --Flexibility has been provided to the school from the LEA for hiring, retaining, transferring and replacing staff to facilitate the selected model. --Appropriate additional instructional time is added (if model requires)	
The LEA will provide evidence for sustaining the reform after the funding period ends.			
Lacks sufficient information	**Marginal-Requires revision/clarification**	**Good-Accepted as presented**	**Reviewer comments**
--No measurement of effectiveness of model's implementation provided. --No plan to adopt implementation of model --Provides no or limited description of availability of funding, staff, and other resources to continue the intervention.	--Some measurement of effectiveness of model's implementation provided. --Describes somewhat or not in detail how will adapt implementation to increase fidelity. --Provides limited description of availability of funding, staff, and other resources to continue the intervention after funding ends or the rationale for no or limited funding is illogical.	--Continuous measurement of effectiveness of model's implementation will be conducted. --Describes how will routinely adapt implementation to increase fidelity. --Provides detailed description of availability of funding, staff, and other resources to continue the intervention s.	

SEA Appendix G: Baseline School Data Profile

School Name:		**School Name:**	
	2007-2008	**2008-2009**	**2009-2010**
Number of minutes within the school year that students are to attend school			
Dropout rate			
Student attendance rate			
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes			
Discipline incidents			
Truants			
Distribution of teachers by performance level on LEA's teacher evaluation system			
Teacher attendance rate			

New Hampshire Department of Education

STATE OF NEW HAMPSHIRE
American Recovery and Reinvestment Act

NH RECOVERY
department of education

School Improvement Grant
Local Education Agency 2010 Application

Title I, Part A Section 1003(g) of the
Elementary and Secondary Education Act

Intent to Apply Due: April 2, 2010
Full Application Due: May 7, 2010

New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire, 03301
Attn: Kristine Braman

Purpose of the School Improvement Grant

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

State and LEA Allocations

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

School Improvement Grant Guidance

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and has one or more schools that qualify under the NH DOE's definition of a Tier I, Tier II, or Tier III school;
- serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.
- budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. 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;

- commit to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- be an LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.
- meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA; and
- if implementing a restart model, must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

Additional grant requirements and guidance can be found at the following US ED 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

US ED School Improvement Grant PowerPoint: http://www2.ed.gov/programs/sif/applicant.html#ppts

School Improvement Grant LEA Application Process

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

Stage 1: Initial Review:

The first stage of the review process involves an initial review team. This team is comprised of NH DOE staff, external reviewers and educational consultants knowledgeable about school improvement/reform. All participants sign assurances regarding any conflicts of interest. Reviewers are given the applications to read individually, using the Application Scoring Rubric (*LEA Appendix G*) to determine both compliance with the Title I 1003(g) SIG guidance and whether or not the application shows sufficient promise of success. The reviewers then meet as a group and discuss each item of the Scoring Rubric, sharing their notes and providing final points for each section.

The points on the scoring rubric are used to distinguish between areas that are satisfactory and areas that need further development in the next stage of the review process. There is no set cut-off score established, due to the fact that all components of the application must reflect that the LEA meets the standards or has presented an appropriate plan to meet the standards during the period of the grant. For instance, an LEA may receive a high overall score, but low points in capacity. Since capacity is an issue, the reviewers will recommend that the area of capacity be addressed in the next stage of review and not automatically promote the applicant based on the overall high score or disqualify them due to the initial view of capacity being rated as low. The applications will be scored at the LEA level, but each school within the application will be viewed individually as well to ensure that all schools meet the requirements.

The notes from each reviewer and the reviewer group discussion are then compiled and shared with the second level reviewers and LEA during the second stage of the review.

Stage 2: Application Clarification Meetings:

The second stage of the review process involves meetings with each applicant. These meetings are comprised of LEA SIG team members and NH DOE staff. At this meeting the initial reviewers notes are shared with the group and the grant components are discussed. During this meeting any issues of concern and possible resolutions are discussed. The selected reform model outline is referenced during the meeting to ensure that all required components are addressed in the LEA plan. The budget is then reviewed and discussed as well, noting any possible changes due to the discussion. If, for any reason, an individual school is determined as not having the ability to implement the SIG, a discussion will be held as to the inclusion or elimination of this school in the LEA's application.

After the stage two meeting, the NH DOE sends to the LEA a list of decision points generated during the meeting that would reflect needed changes to the application and any remaining areas of concern, if any. Based on this feedback, the LEA must revise their application and resubmit as a final version to the NH DOE.

The goal of this stage in the review is to work with applicants to strengthen their plans and determine if the areas of concern that can be improved to a satisfactory level.

Stage 3: Awarding of Grants:

The third stage of review includes a review of the final application submitted by each LEA. If there is any need for further clarification or modifications to an application during this stage, the reviewers will contact the LEAs. All applications considered for funding must demonstrate consistent strength throughout their entire application. The final review team will then recommend to the NH Commissioner of Education which LEAs can be funded based on their reviews. If the requests for funding exceed the funds available, priority in awarding of funds will be given to Tier I and II schools, as noted in the final regulations for the grant by the US Department of Education.

LEA Application and Grant Approval Timeline:

April 2nd	**LEA intent to apply and planning grant request due to the NH DOE**
April 5th - 9th	**NH DOE review and approval of LEA planning grants**
May 7th	**Complete LEA application due to the NH DOE**
June 1st – Aug. 27th	**Three step application review**
by Aug. 27th	**LEA grants awarded by the NH DOE**
Aug. 27th –Sept. 7th	**LEA begins implementation of grant and intervention model**

Application Submission Information

Paperwork Required:

LEAs submitting with Tier I and Tier II schools-

- Submit an intent to apply (page 9), a planning grant template (page 10) and an OBM Form 1 by April 2nd.

- Submit a complete application electronically to 1003gSIG@ed.state.nh.us and one hard copy to the NH DOE office (address below)

LEAs submitting with Tier III school only-

- Submit an intent to apply (page 9) by April 2nd.
- Submit a complete application electronically to 1003gSIG@ed.state.nh.us and one hard copy to the NH DOE office (address below)

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 NH DOE by 4:00 pm no later than April 2, 2010.
- Complete grant applications must be received at the NH DOE by 4:00 pm no later than May 7, 2010.

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

New Hampshire Department of Education
Attn: Kristine Braman
101 Pleasant Street
Concord, NH 03301

Additionally, electronic copies should be sent to: 1003gSIG@ed.state.nh.us

Eligible LEAs/Schools

The US ED guidance required NH DOE to identify the NH "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 ED SIG guidance, each NH school's annual Reading and Math index score for the "All Students" group was combined, with a cumulative score produced for each year of available data (assessment years 2005-2008 for elementary /middle schools, assessment years 2007-2008 for high schools). See *LEA Appendix A* for an overview of the school selection process.

Eligibility for the Title I 1003(g) School Improvement Grants is not impacted by or eliminate eligibility for Title I 1003(a) School Improvement Grants (those that have been awarded to New Hampshire Title I Schools In Need of Improvement in the amount of $20,000 in recent years). The grants described within this document are additional grants awarded through a competitive process.
If an LEA chooses not to participate in this Title I 1003(g) School Improvement Grants, the decision will not impact their eligibility for regular Title I, Part A funding.

Required Intervention Models for Tier I and Tier II Schools

Tier I and Tier II schools **must** implement one of the following four models outlined by the US ED:

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 NH 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 NH 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 US ED SIG guidance);
- Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as:

- 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 graduations 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 to 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 US ED 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 Stephanie Lafreniere at stephanie.lafreniere@ed.state.nh.us or 603-271-5062.

Title I 1003(g) School Improvement Grant 2010
Intent to Apply & Planning Grant Application

LEA/District: **SAU#:**

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	TIER I	TIER II	TIER III	Planning to Apply

District Mailing Address:

Phone: **Fax:** **E-Mail:**

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

Mailing Address (if different from above):

Work Phone: **Fax:** **E-Mail:**

LEA Improvement Planning Committee Members	
Name	**Group representing** (School staff, district staff, parents, or outside expert/facilitator)

Title I 1003(g) School Improvement Grant 2010
Planning Grant Template

Planning funds ($3,000) are available for any LEA that has <u>at least one Tier I or Tier II</u> eligible 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

Title I 1003(g) School Improvement Grant 2010

LEA Application

SAU#: SAU #51 District Name: Pittsfield School District

Superintendent: John J. Freeman, Ph.D.

Address: 23 Oneida St., Unit 1

City: Pittsfield Zip: 03263 Tel: 435-5526

E-mail: sau51super@metrocast.net Fax: 435-5331

Title I 1003(g) School Improvement Grant Coordinator (if different from Superintendent):

Name: same

Address: same

City: same Zip: same Tel: same

E-mail: same Fax: same

LEA Improvement Planning Committee Members	
Name	**Group representing** (School staff, district staff, parents, or outside expert/facilitator)
* Team members who participated in the original planning that led to this grant application:	
Rick Anthony	PMHS P.E. Tchr; Ed Leadership Team; Pittsfield Parent; Alumnus
Kiza Armour	PMHS Sci Tchr / Dept Chair; Ed Lead Team; Local Tchr Union Pres; NEAS&C Co-Chair
Leslie Bergevin	PMHS Guidance Director
Bob Bickford	PMHS Principal
Anne Bouchard	PES Gr 4 Tchr; Team Leader
Tobi Chassie	Dist Special Educa Director; Alumnus
Sue Elliott	PES Gr 3 Tchr; Team Leader; Dist Assess Team Chair; Pittsfield Citizen; Alumnus
John Freeman	Supt of Sch
Rick Gremlitz	PMHS Interim Principal (former)
Derek Hamilton	PMHS Soc Stud Tchr; Core 9 Team Chair; Ed Lead Team;

	Alumnus
Danielle Harvey	PS-12 Math Intervention Team; Dist Math Task Force Chair; PES Team Leader
Maryclare Heffernan	External Facilitator, SERESC
Alissa Heppler	PMHS Soc Stud Tchr / Dept Chair; Ed Lead Team
Michael Joyce	PMHS Special Educa Tchr
Doug Kilmister	PES Principal
Sylvia Lennox	PES Title I Tutor / Extended Day Kindergarten Tchr
Kathy LeMay	PS-12 Literacy Intervention Team; Pittsfield Parent
Katie Loud	PMHS English Tchr
Kathy Mahanes	PES Gr 2 Tchr; Team Leader
Dave Patsos	PES Gr 6 Tchr; Team Leader
Carin Plante	PMHS Eng Tchr / Dept Chair; Ed Lead Team
Darlene Roy	PMHS Sci Tchr
Linda Schou	PMHS English Tchr; Ed Lead Team
Stan Smith	PMHS Math Tchr / Dept Chair; Ed Lead Team
Darlene Stewart	PES Gr 5 Tchr; Dist Staff Devel Team Chair
Chris Teague	PS-12 Literacy Coordinator
Faith Whittier	PES K Tchr; Team Leader; Pittsfield Citizen
* Team members who will be participating on ongoing Advisory Council to the Pittsfield School Board guiding middle high school redesign (see narrative below):	
Rebekah Adams	Student
Erica Anthony	Parent; Alumnus
Jack Barnes	Senator, New Hampshire District 17
Bob Bickford	Principal
Alexandra Briggs	Teacher
Scott Brown, Chairperson	Pittsfield Business Owner; Former School Board Member
Tobi Chassie	Director of Student Services; Alumnus
Colleen Corliss	Student
Joe DiMartino	President, Center for Secondary School Redesign
Jim Doremus	Executive Director, Concord YMCA
John Freeman	Superintendent of Schools
Derek Hamilton	Teacher; Alumnus
Janice Hastings	Vice President, PlusTime New Hampshire
Shawnda Hopkins	Special Education Teacher
Louis Houle	Vice Chair, Pittsfield Budget Committee; Parent; Alumnus
Gary Johnson	Chief, Pittsfield Fire Department
Stephanie Lamere	Parent
Nicole Manteau	Parent
Jennifer Massey	Paraprofessional; Parent
Bill Miskoe	Chair, Pittsfield Planning Board
Ross Morse	Publisher, *Suncook Valley Sun*; Alumnus
Brendon Norton	Student
Craig Paggi	Student
Mary Paradise	Chairperson, Pittsfield School Board

Zach Powers	Executive Director, Pittsfield Youth Workshop
Cameron Quigley	Student
Lois Stevens	Coordinator of Student Services
Denise Towle	President, PMHS Booster Club
Ed Vien	Chair, Pittsfield Economic Development Committee; Member, Pittsfield Select Board
Leslie Vogt	Parent of PMHS Graduates; Former School Board Member
Sheila Ward	ELO Coordinator; Parent
Bob Wharem	Chief, Pittsfield Police Department
Others	To be identified

A. SCHOOLS TO BE SERVED:

Complete the grid below for each school your LEA is committing to serve with a School Improvement Grant and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Pittsfield Middle School		X						X
Pittsfield High School			X					X

B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITTMENT:

In July 2008, S.A.U. #51 became a single-district S.A.U. with the Pittsfield School District remaining as the single district in the S.A.U. At that time, the Pittsfield School Board directed the administration to make efforts to unify the schools of the district and to improve the quality of education for all students in the district.

During the summer of 2008, a *District Leadership Team* (DLT) was organized, composed of teacher leaders and administrators from each school as well as district-level administrators, to provide district-wide leadership relative to curriculum, instruction, assessment, and budget priorities in support of the district's mission …*to develop, maintain, and continually improve a cohesive educational program so that our children and youth reach the academic, civic, and social standards established by the State of New Hampshire and adopted by our school board. To this end, our faculty and staff resolve to engage our children and youth in dynamic learning that is personalized, monitored, and adjusted to promote growth in each and every learner. We, as students and parents, educators and community members, commit to a comprehensive system of support that ensures that our graduates possess direction in live, sound academic skills, commitment to hard work, an ethic of involved citizenship, and thoughtful plans for the next phase of their lives.*

During its first summer as a group, the DLT engaged in a book study of Wiggins and McTighe's *Schooling by Design* and agreed to utilize the planning template described therein as a guide to school district development, a process that would extend over several years.

During the 2008-2009 school year, the DLT drafted a mission and vision statement, with input of faculty and staff as well as community members and PMHS graduates. During the 2009-2010 school year, the DLT has drafted a set of learning principles and has planning to revise our teacher evaluation process as well as develop teacher job descriptions in 2010-2011.

Coinciding with this district-level picture, each school – Pittsfield Elementary School. Pittsfield Middle School, and Pittsfield High School – continued to develop school improvement strategies based on school-level needs. The Pittsfield Elementary School, as a *School in Need of Improvement*, focused efforts on strengthening its core programs in literacy and mathematics. PES achieved AYP in the latest 2009 round of NECAP testing.

Additionally, the Pittsfield Middle High School community has been working with the *Center for Secondary School Redesign* (CSSR) during the 2009-2010 school year to plan for a major redesign initiative. Both community members and students have been participating in this process. This planning, taken in concert with a complete administrative change at the school, positions the school community for maximizing this School Improvement Grant (SIG) opportunity.

Importantly, both schools have collaborated to strengthen the district's science curriculum through participation in the *New Hampshire Education and the Environment* (NHEET) program, a multi-year project that has brought teachers from both schools together to coordinate and strengthen the science instructional program. In addition, both schools have received a recent technology grant that has brought new resources and training to teachers at all levels in the district.

Also worthy of note is the school's engagement with the accreditation process of the New England Association of Schools and Colleges (NEAS&C). Throughout this current school year, faculty and staff have been involved with our self-study process that will lead to the visiting team's onsite evaluation to take place in March 2011. The report of the visiting team, with its commendations and recommendations, would be expected in the fall of 2011. Following the receipt of the report, we would anticipate the need to address identified needs within a one- and/or two-year timeframe to maintain our school's accreditation with NEAS&C. We believe, however, that school development elements described in this application are likely to address areas of need that may be identified by the visiting team next year. Importantly, both our NEAS&C co-chairs have been involved in the planning for this project and will continue leadership through their membership on the school's Educational Leadership Team.

With the *SIG* opportunity, the DLT – meeting as a whole or meeting as school-based sub-teams – invited additional key faculty members to collaborate with the planning for this grant application. This was accomplished, with the assistance SERESC Consultant Maryclare Heffernan, during the weeks of April 12 and April 19, 2010. Finally, the expanded DLT met again on May 5 to review and provide feedback on the draft SIG proposal. Several late modifications were made as a result of faculty review and reflection; truly our application has been strengthened by the broad involvement of interested parties at every stage of development.

Our review and analysis of five-year NECAP data revealed the following:

NECAP Data Statements:

1. Results of the 2009 NECAP Reading assessment for Pittsfield 7th and 8th grade students found that only 11% of the **students with IEPs** demonstrated proficiency compared to 76% proficiency for **All Other students**. This represents a 66 point gap between students with and without IEPs.

2. Results of the 2009 NECAP Mathematics assessment for Pittsfield 7th and 8th grade students found that 27% of **students with IEPs** demonstrated proficiency compared to 66% proficiency for **All Other students**. This represents a 39 point gap between students with and without IEPs.

3. Results of the 2009 NECAP Reading assessment for Pittsfield 11th grade students found that 0% of **students with IEPs** demonstrated proficiency compared to 69% proficiency for **All Other students**. This represents a 69 point gap between students with and without IEPs.

4. Results of the 2009 NECAP Mathematics assessment for Pittsfield 11th grade students found that 0% of **students with IEPs** demonstrated proficiency compared to 34% proficiency for **All Other students**. This represents a 34 point gap between students with and without IEPs.

5. Results of the 2009 NECAP Mathematics assessment for 7th and 8th grade **SES students** show that 46% of the SES students were proficient in Reading and 38% proficient in mathematics.

6. While there are areas of critical need for improvement in student proficiency there has been growth demonstrated over the past 5 years of NECAP assessment in the following areas:

    a. Proficiency rates in Mathematics for 7th and 8th grade students has increased from 32% proficient in 2005-2006 to 56% proficient in 2009-2010 for **All students**.

    b. Proficiency rates in Mathematics for 7th and 8th grade **IEP Students** have increased from 10% proficient in 2005-2006 to 27% proficiency in 2009-2010.

    c. Proficiency rates in Reading for 7th and 8th grade **SES Students** has increased from 29% proficient in 2005-2006 to 46% proficiency in 2009-2010.

    d. Proficiency rates in Mathematics for 7th and 8th grade **SES Students** has increased from 32% in 2005-2006 to 38% in 2009-2010.

    e. Index scores in Reading for 7th and 8th grade **All Students** have increased from 68.5 in 2005-2006 to 82.9 in 2009-2010 representing a 14.4 point increase over time.

    f. Index scores in Math for 7th and 8th grade **All Students** have increased from 57.7 in 2005-2006 to 73.2 in 2009-2010 representing a 15.5 point increase over time.

    g. Index scores in Math for 11th grade **All Students** have increased from 45.1 in 2007-2008 to 55.6 in 2009-2010 representing a 10.5 point increase in three years and in Reading from 75.4 in 2005-2006 to 84 in 2009 representing a 8.6 point increase over time.

NECAP Summary Statements:

- There is a significant gap between **students with and without IEPs** in both reading and math at both the middle and high school levels.

- **Students with an IEP** at the middle school were able to demonstrate 11% proficiency in Reading compared to 76% proficiency for **All Other students** and 27% proficiency in math for **IEP students** compared to 66% proficiency for **All Other students** in the 2009-2010 NECAP assessment.

- **Students with an IEP** at the high school level were not able to demonstrate proficiency in either Reading or Math with 0% proficiency rates in both areas compared to 69% proficiency for **All Others** in Reading and 34% proficiency for **All Others** in Math for the 2009-2010 school year.

- **SES students** have made some gains in Reading and Math proficiency as measured by the NECAP assessments at the 7th and 8th grade level over a 5 year period. **SES students** at the 11th grade level have not made progress in both Reading and Math over the past two years.

- Pittsfield Middle and High School **students with and without IEPs and SES students** remain well below the state average in both Reading and Math. While some gains have been made in some areas over time the growth has not been significant enough to reach the targeted proficiency rates and Index Scores in both academic areas.

Reading **Gr. 7-8**	**% Proficient** **All Students**	**% Proficient** **IEP Students**	**% Proficient** **All Others**	**% Proficient** **SES Students**	**% Proficient** **LEP students**	**% Making Growth Target** **All Students**	**% Making Growth Target** **IEP**	**% Making Growth Target** **SES**	**Index Scores** **All Students**	**Index Scores** **IEP/SES Students**	
***NA = cell size too small**											
Pittsfield Middle School Grades 7-8											
2005-2006	**34%**	**12%**	**42%**	**29%**	**NA***				**68.5**	**48.3**	**62.0**
2006-2007	**50%**	**10%**	**63%**	**30%**	**NA**	**53.3**	**NA**	**33.3**	**76.4**	**NA**	**70**
2007-2008	**59%**	**10%**	**72%**	**44%**	**NA**	**47.7**	**18.2**	**48.8**	**79.5**	**50.9**	**NA**
2008-2009	**56%**	**19%**	**66%**	**54%**	**NA**	**56%**	**27.3%**	**52.6%**	**86.4**	**69.1**	**85.3**
2009-2010	**57%**	**11%**	**76%**	**46%**	**NA**	**46.3%**	**NA**	**28.6%**	**82.9**	**NA**	**74.3**
Change from Oct 2005 to Oct 2009	**+24**	**-1**	**+34**	**+17**	**NA**	**-7**	**NA**	**-4.7**	**+14.4**	**NA**	**+12.3**

Math **Gr. 7-8**	**% Proficient** **All Students**	**% Proficient** **IEP Students**	**% Proficient** **All Others**	**% Proficient** **SES Students**	**% Proficient** **LEP students**	**% Making Growth Target** **District**	**% Making Growth Target** **IEP**	**% Making Growth Target** **SES**	**Index Scores** **All students**	**Index Scores** **IEP** **students**	**Index** **Scores** **SES** **students**
***NA = cell size too small**											
Pittsfield Middle School Grades 7-8											
2005-2006	**32%**	**10%**	**38%**	**32%**	**NA***				**57.7**	**38.3**	**52.0**
2006-2007	**47%**	**5%**	**59%**	**20%**	**NA**	**42.2%**	**NA**	**25%**	**63.5**	**NA**	**53.3**
2007-2008	**49%**	**15%**	**57%**	**40%**	**NA**	**43.2%**	**27.3%**	**NA**	**69.1**	**32.7**	**NA**
2008-2009	**51%**	**24%**	**58%**	**45%**	**NA**	**42%**	**27.3%**	**42.1%**	**76**	**52.7**	**NA**
2009-2010	**56%**	**27%**	**66%**	**38%**	**NA**	**53.7%**	**NA**	**35.7%**	**73.2**	**NA**	**54.3**
Change from Oct 2005 to Oct 2009	**+24**	**+17**	**+28**	**+6**		**+9.5**	**NA**	**+10.7**	**+15.5**	**NA**	**+2.3**

Reading **Gr. 11**	**% Proficient** **All Students**	**% Proficient** **IEP Students**	**% Proficient** **All Others**	**% Proficient** **SES Students**	**% Proficient** **LEP students**	**% Making Growth Target** **District**	**% Making Growth Target** **IEP**	**% Making Growth Target** **SES**	**Index Scores** **All Students**	**Index Scores** **IEP**	**Index Scores** **SES**
***NA = cell size too small**											
Pittsfield High School Grade 11											
2005-2006 *(HS NECAP not given)*						**Not calculated for HS**	**Not calculate for HS**	**Not calculated for HS**			
2006-2007*(HS NECAP not given)*											
2007-2008	**51%**	**20%**	**60%**	**NA***	**NA**				**75.4**	**NA**	**NA**
2008-2009	**61%**	**NA**	**64%**	**57%**	**NA**				**85**	**NA**	**NA**
2009-2010	**53%**	**0%**	**69%**	**56%**	**NA**				**84**	**NA**	**NA**
Change from Oct 2005 to Oct 2009	**+2**	**-20**	**+9**	**-1**					**+8.6**		

Math	**% Proficient All Students**	**% Proficient IEP Students**	**% Proficient All Others**	**% Proficient SES Students**	**% Proficient LEP students**	**% Making Growth Target District**	**% Making Growth Target IEP**	**% Making Growth Target SES**	**Index Scores All students**	**Index Scores IEP**	**Index Scores SES**
Pittsfield High School Grade 11											
2005-2006 (HS NECAP not given)						**Not calculated for HS**	**Not calculated for HS**	**Not calculated for HS**			
2006-2007 *(HS NECAP not given)*											
2007-2008	**14%**	**20%**	**12%**	**NA**	**NA**				**45.1**	**NA**	**NA**
2008-2009	**19%**	**NA**	**19%**	**23%**	**NA**				**56.5**	**NA**	**NA**
2009-2010	**26%**	**0%**	**34%**	**32%**	**NA**				**55.6**	**NA**	**NA**
Change from Oct 2005 to Oct 2009	**+12**	**-20**	**+22**	**-9**					**+10.5**		

The NECAP results clearly reveal instructional shortcomings. In practice, teachers have had very little professional development relative to curriculum, instruction, and assessment for many, many years. And, those who received any at all did so out of district while attending conferences, workshops, and courses, not as a course of their professional lives at Pittsfield Middle High School; not embedded in their daily work with students; and not in collaboration with colleagues. Weakening the instructional program further is the fact that a number of our teachers have come to teaching through alternative routes to certification. These teachers, usually dedicated and well-intentioned, have had even less preparation for their classrooms.

The years of neglect of coherent, focused, results-oriented, job-embedded, collegial professional development in the areas of curriculum, instruction, and assessment have resulted in a disjointed approach that has provided our students with little more than a patchwork of traditional strategies, some effective, most not. The immediate impact has been a lack of student engagement as evidenced by low attendance rates and high dropout rates. In the end, the long-term impact has been the disappointing and unacceptable assessment scores charted above and low aspirations of students.

Further, although the faculty engaged in the development of course competencies several years ago, this work is uneven at best, shoddy at least. In reality, the faculty was led through the motions of completing course competencies simply to meet the legal requirement; the competencies have not yet become a critical element of instruction.

However, this project – as well as the high school's involvement in a five-year *Investing in Innovation* grant that will focus on performance assessment – seeks to alter the instructional landscape significantly over the next three years. Critical elements in the middle school and high school's movement away from the current traditional way and to a personalized, competency-based environment include (external service providers taking the lead in each of these strategies are identified in parentheses):

- Development of rigorous and realistic course competencies for all courses (Rob Lukesiak);
- Mapping of competencies to ensure that all standards are addressed; to ensure that the school's curriculum is aligned with New Hampshire standards (Atlas Rubicon, WestEd);
- Assessment of instructional practices and development of high-yield instructional practices among all faculty (WestEd);
- Expansion of NWEA MAP assessment program through grade 11 (NWEA) with personalized intervention plans developed for students in need (local data support/intervention team);
- Planning for differentiated instructional strategies (Plymouth State University faculty);
- Development of extended learning opportunities (local coordinator);
- Literacy practices development across content areas and literacy coaching (Linda Kirszenbaum, Kevin Perks, local literacy coordinator);
- Math instructional coaching (Rob Lukesiak);
- Performance assessment practices (i3 consortium of New England high schools with the New York Consortium for Performance Assessment and the Center for Secondary School Redesign; five-year grant period extending beyond the term of the SIG project);
- Project-based learning development (Center for Secondary School Redesign).

The planning team is confident that the term of this project will witness significant change in the curriculum, instruction, and assessment practices in the school.

As a result of the team's work, three SIG goals were established for both schools: the Pittsfield Middle School and the Pittsfield High School. The collaboratively-developed goals are (1) Curriculum / Instruction / Assessment. By October 2013, 85% or more of all Pittsfield School district students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measures; (2) Culture / Climate. By June 2013, all members of the Pittsfield school community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures; and (3) College / Career Readiness. By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.

The planning team did not believe that it was acting in a cavalier manner in establishing these goals. Rather, team members wanted to strongly express their belief in the need for dramatic change in the schools. In establishing the

goals for both schools, the planning team emphasized the desire to share in the responsibility of school improvement from a broad perspective. By engaging in similar strategies, the planning team believes that the students are best served. Certainly, components of our plan will differ based on ages and grades of students – for example, our advisories will have separate areas of focus that is differentiated among grades 7-8, 9-10, and 11-12 advisories. The planning team believes that the goals are bold and challenging, yet are attainable within the term of the SIG project.

Despite the inclusive process followed in the development of this project proposal, the school community recognizes that all interested voices have not always been heard relative to school operations and development. Through this past school year, the school had been governed by a traditional principal with an "Educational Leadership Team" of department heads and other teacher leaders serving in an advisory capacity. However, in April 2010, plans were initiated to develop a local site council composed of students, faculty, support staff, and community members, with students having the majority representation. The principal will serve as an ex-officio member of the site council and will enjoy veto power, which may be overridden by a two-thirds vote of the council. The council will begin operations in the 2010-2011 school year and will focus on developing its operating procedures, authority, and agenda. It is anticipated that the council will have authority to make decisions on all matters except those which are governed by law, New Hampshire Department of Education rules, and Pittsfield School Board policy.

Further, the district recognizes the importance of strong ties with the community in order to meet its responsibilities to its students. Additionally, the district subscribes to the belief that a strong involvement of community leaders will support the institutionalization of high school redesign elements. As a result, the district is in the process of forming an advisory council of community leaders, representatives of key community groups, and parents who will advise the school board on high school topics and issues as well as function to support students in the greater community. The district also believes that a close connection with such leaders from the greater Pittsfield community will open doors for students in terms of job shadowing, job opportunities, service opportunities, and extended learning opportunities.

As the SIG plan progresses, overlaps between current leadership structures / entities and the new structures will require clarification. In some cases, current structures will be modified or eliminated entirely. The process that will unfold over the next three years will determine leadership and governance boundaries. Certainly, the leadership will require support and strengthening as new structures are developed. The Center for Secondary School Redesign, a key partner in the change process, will be providing strong support for the emerging leadership and governance structures and individuals that will include, but will not be limited to, (1) ongoing consultation with the superintendent; (2) regularly scheduled as well as ongoing leadership coaching for the transformational principal; (3) training, ongoing school leadership coaching, and consultation for teacher teams; (4) training and ongoing school leadership coaching for the site council; and (5) facilitation and coaching for the advisory council.

It is assumed, but as yet undetermined, which local school board policies will require modifications. The district believes that specific recommendations for policy modifications will emerge during the life of the SIG, especially during the first year of the SIG project. Broadly speaking, it is anticipated that policy change in the areas of governance (regarding the bounds and authority of the site council, for example), instruction (regarding assessment and personalization of instruction, for example), and school/community/home relations (regarding use of community resources and parent involvement, for example) will be required to reflect and solidify changing practice.

In terms of practices at the school level, changes already instituted in the school's schedule represent significant change in practice. The new school, to be instituted in the 2010-2011 school year, includes the development of core academic teams that are responsible for a fixed student population (grades 7-8, 9-10, and 11-12 teams, based on the model of the Parker Essential Charter School), daily common planning time for core teams which will include regularly scheduled consultations with key district staff (such as the district intervention team that includes the district literacy coordinator), and late-start Wednesdays that will allow for significant professional development on an ongoing basis. It is anticipated that other changes in practice will follow, especially in the first year of the SIG project, including a restructuring of the school's departments, the institution of personal learning plans and student-led parent/teacher conferences, restructuring and strengthening of the school's advisory program, the development of project-based learning and performance assessment practices, and other practices and strategies included in the descriptions that follow.

Essential to the success of this SIG project will be close coordination of the various external partners who are identified below. The district considers it essential that the efforts of our partners be coherent and focused to maximize the benefit of the SIG resources. An organizational meeting of the partners has been scheduled. This meeting will be facilitated by the district and our lead partner, the Center for Secondary School Redesign. Monthly Skype conferences are being planned for partners who will be supporting success of our *Culture and Climate* goal. Finally, the district will employ the services of an external partner familiar with the district and the SIG planning process to support project coordination.

It is also significant to note that we consider the three SIG goals identified to be district goals. Colleagues from the elementary school engaged in the process described here and strategies have been identified to support these goals at the elementary and preschool levels. For example, we have envisioned a continued expansion of our collaboration with the town's preschool programs and preschool parents. Our Title I project has supported a degree of collaboration for a number of years, and we believe that an expansion of our work in this area will positively impact our work toward achievement of our three district goals.

For the opportunity for our conversations and the opportunity to develop this proposal, we are appreciative. We look forward to feedback to our proposal and to the exciting transformational district-wide school improvement work that lies ahead.

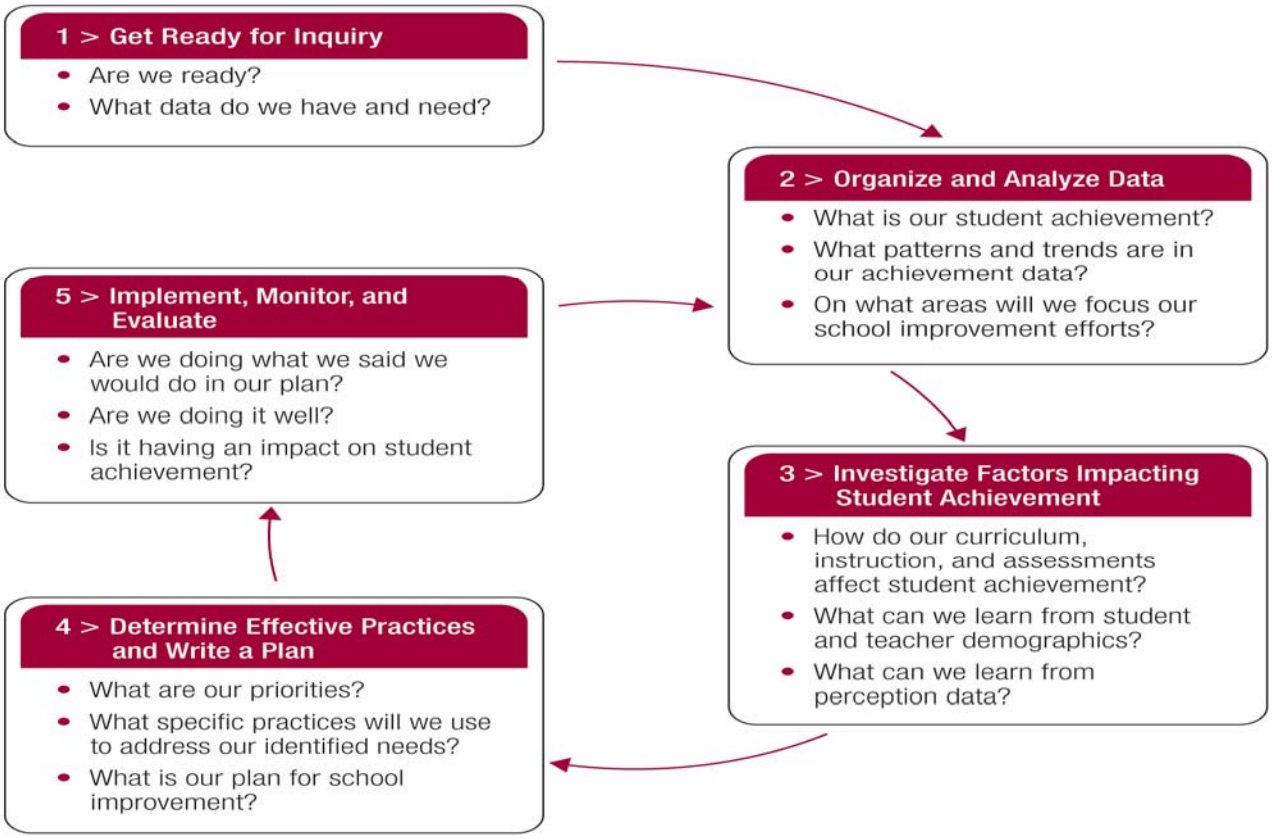
1) **Describe the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above. Make sure to complete and submit the Baseline School Data Profile form in *LEA Appendix C***

The process used in developing the SIG Proposal relied on the collective team work of twenty-seven Pittsfield School District stakeholders representing the district from preschool through grade 12. The planning process was conducted over a two week period. A district leadership team provided planning and ongoing oversight of the larger district level team.

The data driven process used was based on the 5 Step Inquiry Process adapted from WestEd that includes the following components: Getting Ready for Inquiry, Organizing and Analyzing Data; Investigating Factors Impacting Student Achievement; Determining Effective Practices and Writing a Plan; and finally Implement, Monitor and Evaluate (see below).

The team gathered and analyzed a wide range of student achievement data including large scale assessments, as well as district and grade level measures, including attendance, suspension, drop out, and school completion rates. Other factors impacting student achievement were considered by reviewing the results of the Main Street Academix student perception survey as well as current district curriculum, instruction, and assessment practices and programs.

The team's approach, using a data driven dialogue, allowed the team to hypothesize and predict data, observe, and then draw inferences or ask questions of the data. This work resulted in the development of data statements that were tested by review of additional student outcome and demographic information. Central themes were identified as areas of concern and interest and the team narrowed those themes into the three final Goal Statements. Activities were identified by the team with anticipated timelines and for completion.



The several steps completed by the representative stakeholder district team conducting the needs assessment for the schools of the Pittsfield School District included:

a. A variety of student and staff data were collected and organized; these data included:
   a. Attendance data;
   b. Course failure data;
   c. Developmental Reading Assessment data, including disaggregated data, grade level data, cohort data, and historical data;
   d. Dropout data;
   e. NECAP data, including disaggregated data, grade level data, cohort data, and historical data (see g below);
   f. NWEA MAP data, including disaggregated data, grade level data, cohort data, and historical data;
   g. Survey data, including Main Street Academix survey data from winter 2010, NEAS&C Endicott Survey data from fall 2090, and post-secondary school plans reported by students.

   Also considered in discussions of school and school district needs were discipline data and interventions, current programs and initiatives, strengths and weaknesses, and teacher and administrator performance evaluation programs.
b. These data were reviewed and analyzed by the district team and by school teams; members of these teams are named above.
c. Select broad observations by district and school teams include:
   a. **Achievement data**, utilizing the NECAP scores, reflects the following percentages of students achieving "proficient" or "proficient with distinction:"
      a. Grade 11 Reading:
         i. 07-08: 53% of Pittsfield students; 67% for the state;
         ii. 08-09: 56% of Pittsfield students; 72% for the state;
         iii. 90-10: 55% of Pittsfield students; 72% for the state;
      b. Grade 11 Math:

i. 07-08: 13% of Pittsfield students; 28% for the state;
ii. 08-09: 19% of Pittsfield students; 32% for the state;
iii. 09-10: 27% of Pittsfield students; 33% for the state;

c. Grade 11 Writing:
i. 07-08: 31% of Pittsfield students; 33% for the state;
ii. 08-09: 27% of Pittsfield students; 39% for the state;
iii. 09-10: 36% of Pittsfield students; 50% for the state;

Further, it was observed that students with identified special needs consistently performed below the general population.

b. **Course failure data** indicates that school attendance is a factor for more than 50% of students failing courses;
c. **Discipline data** reveals that the most common offense for the current school year is *out of assigned area*; other highly ranked offenses include *insubordination*, *inappropriate language*, and *unsafe behavior*;
d. **Dropout data** for the school reflects a consistently higher percentage of dropouts than the state; concluding with 6.1% for the school and 2.5% for the state in 2007-2008; most dropouts had been retained at least one time; further, two year data reveals that 33% of dropouts were either identified with special needs or had a Section 504 plan in place;
e. **Post-secondary plans for 2009 graduates** of the school compared with the state revealed the following:
   a. 4-year college plans: 19% of Pittsfield students; 51% for the state;
   b. Employment: 51% of Pittsfield students; 18% for the state;
f. **Retention data** reflects the following:
   a. ninth grade students:
      i. 14.3% retained in 2009;
      ii. 14.9% retained in 2008;
      iii. 31.7% retained in 2007;
   b. tenth grade students:
      i. 18.2% in 2009;
      ii. 22.0% in 2008;
      iii. 23.0% in 2007;
g. **Special education data** reveals that:
   a. Highest percentage of identified students are identified with *specific learning disability*;
   b. 28.2% of high school students – 51 students – are identified as having special needs;
   c. 25.8% of district students are identified compared with 13.8% in the state.
h. **Survey data** indicates concerns by students and staff relative to school climate and student safety. In the Main Street Academix survey (of middle and high school students):
   a. 44% of students and 13% of faculty believe that "my school deals effectively with students who threaten others or use violence in school;"
   b. 44% of students and 33% of faculty believe that "when adults are told that a student is being bothered by another student they take action to stop it;"
   c. 43% of students and 50% of faculty believe that "adults at this school help students learn how to solve their own problems and stand up for themselves;"
   d. 21% of students and 7% of faculty believe that "when adults take action to stop bullying or harassment, it really works;"
   e. 35% of students and 605 of teachers believe that "students treat teachers with respect at this school;"
   f. 35% of students and 97% of teachers believe that "teachers adjust their teaching styles based on my needs and interests;"
   g. 37% of students believe "I feel excited about many of the things I am learning in school."
   h. 53% of faculty feel that "teachers in school work together in a professional, collegial way that makes the school more effective;"
i. The teacher evaluation program was last revised in 1981; it does not reflect concepts required in the Transformational Model.

d. **Broad observations** – in terms of needs – reached by district and school teams include:
   a. Increase levels of student achievement in literacy and numeracy; need evidenced by assessment results;
   b. Address issues of engagement; need evidenced by attendance patterns, dropout history, and survey results;
   c. Improve school culture and climate; need evidenced by discipline data and survey results;
   d. Support development of student aspirations and readiness for post-secondary college and/or careers; need evidenced by survey results and school outcome data;
   e. Update teacher and principal evaluation programs; need evidenced by document review and current practice.

e. **Regarding specific aspects of the Transformation Model**:
   a. **The district complies with the requirement to replace the principal** at each school (see below); the PES principal began service on July 1, 2008; the PMHS principal will begin service on July 1, 2010;
   b. **The school, district, and community are ready for change**; the conversation has taken place in a variety of forums and has included student data; forums include community forums for public, PMHS parent meetings (2), PMHS staff meetings (3), PES and PMHS teacher leadership meetings, school board meetings, and a variety of community groups, including Select Board, Budget Committee, and Rotary Club.
   c. **The current teacher/principal evaluation system is dated 1981**; it is currently being used, though it was dormant at PMHS for a number of years; the District Leadership Team – composed of teacher leaders (including the union president) and administrators – have been working with *Schooling by Design* and are **scheduled to revise the evaluation system in 2010-2011;**
   d. The school and district are in need of **professional development relative to effective instruction and providing tiered systems of support?;** this need had been identified by staff in all schools earlier this school year **and will be addressed as part of the SIG plan.**
   e. PMHS has been working with the **Center for Secondary School Redesign** on a **multi-year high school redesign**; two summer institutes and ongoing change leadership support have been planned; changes planned for 2010-2011 include:
      a. The institution of core academic teams of teachers responsible for two grade levels of students;
      b. The institution of daily common planning time for core teams; (revised school schedule)
      c. The institution of weekly late-starts to permit time for whole staff meeting / staff development time;
      d. Addition of assessment tools to determine student proficiency and interventions to support those students who are not proficient?
      e. The revision and refocusing of the advisory program;
      f. The development of project-based learning;
      g. Piloting of student-led conferences;
      h. Revisions to the summer school program;
   f. PMHS is also party to a successful *Investing in Innovation* (i3) grant application relative to **personalization and performance assessment;**
   g. The district has identified professional development in **differentiated instruction** as a need for all schools; discussions had been initiated with PSU staff to provide;
   h. The current **School Board is in support of the Transformation Model** to be applied to Pittsfield's schools;
   i. The planning group recognizes the **need to address curriculum alignment and course competencies in a comprehensive manner;**
   j. The planning group recognizes that **data has been underutilized in planning for student learning;**
   k. The planning group recognizes the **need to provide additional assessment and instructional supports for struggling and underperforming learners;**
   l. The development of partnerships with external service provides including:
      a. Center for Secondary School Redesign;

b. SERESC;
c. WestEd;
d. Additional independent consultants.

f. Needs assessment findings with regard to the four dimensions of the Transformation Model:

a. Teacher and school leader effectiveness:

a. The elementary school principal has been serving for less than two years; the middle high school principal will begin service on July 2, 2010;
b. The teacher evaluation system dates from 1981; the DLT has been planning to revise in 2010-2011; the administrator evaluation system is also outdated;
c. The district has not engaged in developing common research-based instructional practices throughout the district and utilized in all district learning settings; the DLT has begun this work by articulating district learning principles;

b. Comprehensive instructional reform strategies:

a. The district has not developed a focused effort on developing district-wide curricula aligned to the state standards and aligned both horizontally and vertically within the district;
b. The district's use of data for informing and differentiating instruction has been inconsistent and uncoordinated;
c. At risk students and struggling students have been inconsistently supported throughout the system;
d. There has been no clear tiered system of support put in place for middle and high school students;
e. Student support at transition points in the district – from sixth to seventh grade and from eighth to ninth grade – are inadequate;

c. Increasing learning time and creating community-oriented schools:

a. Learning time has been increased at all schools, but greater potential exists for supporting academic achievement through further development;
b. Parent involvement diminishes as students proceed through the system; mechanisms for ongoing support can positively impact student learning;
c. Expansion of fledgling program of Extended Learning Opportunities (ELOs);
d. Expansion of coordination and services to early childhood students represents a potential focus for strengthening early school learning;

d. **Providing flexibility and sustained support**:

a. Ongoing technical support can support achievement gains;
b. Creating policies to support changes in practice will occur as needed.

2) Describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school. Complete the LEA Capacity Rubric located in *LEA Appendix D*

Several factors support the district's capacity to use school improvement funds to support full and effective implementation of the Transformation Model; these include:

1. **Advance planning relative to district development** – that included faculty and staff, community members, school board members – that began in summer 2008;
2. **Advance planning relative to high school redesign** – again including a broad base of constituencies – working with the Center for Secondary School Redesign (CSSR) that began in fall 2009;
3. **Community support and enthusiasm for school redesign** and change as expressed in meetings of groups such as the Select Board, School Board, Budget Committee, and Rotary Club; the development of a PMHS Advisory Council that includes students, parents, staff members, and community leaders;
4. **A sense of urgency about change that is being expressed by school staff members and community members**;

5. **A SIG planning process that included broad representation** of teacher leaders and administrators;
6. **An openness about needs and change plans with the community**;
7. **Full understanding of the SIG and Transformation Model by the school board** as well as full support for the initiatives and SIG;
8. **Honest and open needs assessment that acknowledged strengths as well as shortcomings** as outlined above;
9. A clear **plan designed to build faculty and leadership skills** throughout the three-year SIG period; importantly, the plan includes a major focus on development of school-level teacher and administrator leadership through regular contact with a CSSR principal coach (Nelson Beaudoin) and a CSSR school change coach working with teacher teams (Jayne Ogata);
10. Recognition that **systemic change and adult learning is most effective when scaffolded, supported over time, strengthened through coaching, and featuring embedded professional development**;
11. **Ongoing project assessment and evaluation** facilitated by an external facilitator (through SERESC);
12. **Collaboration with partners** – CSSR, SERESC, WestEd, others – who have been highly successful and widely recognized for strengths in supporting systemic change in schools;
13. **Strong commitment of the District Leadership Team** (DLT) to this project and to the students and schools of Pittsfield; this team – including both teacher leaders and administrators – has played a central role in the design of this project and will continue to monitor and adjust the project over the three-year period of the grant.

3) For any eligible Tier I 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).

The one eligible Tier I school in the Pittsfield School District – Pittsfield Middle School – is included in this application.

4) 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:

- **Design and implement interventions consistent with the final SIG requirements;**
- **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;**
- **How the LEA will align other resources with the interventions;**
- **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and**
- **How the LEA and school will sustain the reforms after the funding period ends.**

Because the overall plan developed is a district plan that impacts all district schools, the LEA's actions taken and is planning to take relates to all schools in the Pittsfield School District (recognizing that this SIG program impacts Pittsfield Middle School and Pittsfield High School only).

- *Design and implement interventions consistent with the final SIG requirements:*

  The needs assessment described above identified areas in need of support, consultation, facilitation, and professional development. These areas address three fundamental goals that are proposed to address the SIG requirements, goals relative to student achievement, school culture and climate, and college and career readiness.

The Pittsfield School District is committed to a Transformational Model that encompasses the following critical areas of focus that reflect SIG requirements:

1. **Teacher and leader effectiveness**:
   - Principal replacement;
   - Development of rigorous, transparent, and equitable evaluation systems for teachers and principals that incorporate the requirements of SIG as enumerated in the application materials;
   - Ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed that school staff is equipped to facilitate effective teaching and learning;
   - Instituting ongoing assessment of effectiveness of instructional practices;
2. **Comprehensive instructional reform strategies**:
   - Curriculum alignment relative to the state standards as well as vertical and horizontal alignment throughout the system;
   - Development and refinement of research-based instructional practices;
   - Development of and practices that utilize student data to inform and differentiate instruction and provide interventions to meet the needs of students;
   - Improving the transitions experienced by students from grades 6 to 7, grades 8 to 9, and grade 12 to post-secondary plans;
   - Establishment of *early warning systems* to identify students who may be at risk;
3. **Increasing learning time and creating community-oriented schools**:
   - Establishing schedules and strategies to provide increased learning time;
   - Develop deeper family and community engagement;
   - Strengthening early childhood learning throughout the community;
4. **Providing operational flexibility and sustained support:**
   - Providing teacher teams and the school with operational flexibility;
   - Ensuring ongoing, intensive technical assistance from highly qualified, experienced, and successful partners.

- *How the LEA will recruit, screen, and select external providers to ensure their quality:*

The Pittsfield District Leadership Team has selected consultants who have a history of working successfully to implement reform, within New Hampshire and nationally. The agencies and individual will bring expertise in both school change and specific content areas to the district; major partners have been previously approved by the New Hampshire Department of Education.

To successfully address school needs as identified through our needs assessment, reach the three identified district goals, and accommodate the requirements of the Transformation Model, a number of partners and consultants will each bring a different area of expertise and skill set to the district. The District Leadership Team, composed of district and school administrators, will coordinate and align these partners.

In fact, conversations and meetings have begun to do so. For example, (1) the lead consultant with the Center for Secondary School Redesign (CSSR) has met with district administrators and the lead consultant with the APEX III project of the Institute on Disabilities at the University of New Hampshire; (2) all parties to the PBIS reinvigoration – lead consultants from the Southeast Educational Services Institute on Disabilities, Southeastern Regional Educational Service Center (SERESC), and Strafford Learning Center (SLC) have engaged in conversation with the Director of Special Services regarding this component of the project; (3) the lead consultant with Main Street Academix has acknowledged his longtime association with Anti-Bullying Consultant Stan Davis; and (4) the Plymouth State University professors who will be offering the Differentiated Instruction / Intentional Teaching course in the district will be utilizing a book co-authored by the lead consultant from CSSR. Clearly, these collaborations must continue to ensure that these opportunities will be maximized, coordinated, and aligned.

Importantly, a meeting was held to which all external service providers were invited; most attended. The purpose of the meeting – held on August 25, 2010 – was to clarify the roles and time needs of each of the service providers as well as coordinate efforts into a cohesive, coherent plan for school development. It was decided that the group will meet quarterly to continue coordination and consistency efforts as well as monitor progress and modify as needed each of the activities within the plan.

Further, a sub-committee of the external service providers is scheduled to meet on September 14, 2010, to develop a *big picture* statement of the work to be accomplished in this project and to create a year-long map of professional development, consultation, and other activities described in this project. This documentation will be shared with all providers and opportunity allowed for input before finalizing. The group will maintain contact in between meetings and with the school leadership through a web-based system, such as *Base Camp*. The group, meeting with school and district administrators, has acknowledged the importance of close communications and coordination throughout the project.

Our consultants and agencies have demonstrated ability to work collaboratively as well as common, coordinated approaches to managing educational change initiatives. Resumes and related documents are included as appendices to this application.

Lead Partners:

- Center for Secondary School Redesign (CSSR) is a lead partner and will support organizational change through the design and implementation of effective secondary school practices, specifically including the development of a site council for effective governance, reinvigoration of the advisory program, effective and efficient use of weekly staff development meeting time as well as daily common planning time, development of practices relative to project based learning and performance assessment, and personal plans for progress.

  - The CSSR has been working with the district for about one year. In fall 2009, the district was facing the potential of staff reductions for the second consecutive year. Rather than following the typical path of cutting back on programs, the district engaged in a process to create a vision of what a small (and smaller) high school may become. With this concept in mind, initial discussion were held with Joe DiMartino, President of CSSR, and a longtime proponent of secondary school redesign to result in a more personalized learning experience for all students.

    As described above, fall 2009 saw the start of visioning activities that engaged students, faculty, and staff from within the school as well as parents, alumni, and citizens from the immediate community. This led to a planning process in the winter and spring of 2010. This work was energizing for the school and community, and the school determined to continue the relationship with CSSR to continue the process of redesign. This SIG provides the opportunity not only to continue the initiatives begun in April 2010 – site council, project-based learning, common planning time, and weekly all-staff professional development time – but also to support a quicker, fuller redesign through school visits, leadership mentoring, advisory development, and institution of an honors challenge program. CSSR hosted two summer institutes during the summer of 2010 to support this work and will be onsite regularly throughout the three-year grant period for ongoing development.

    Further, the school is included in an *Investing in Innovation* (*i3*) grant that is being coordinated by CSSR. This five-year grant project – *The New England Network for Personalization and Performance* – will strengthen and extend the relationship between CSSR and the school as the thirteen schools in the consortium will develop personalization strategies through the development and refinement of performance assessment tasks. This work will be supported through a strong collaboration with the New York Performance

Standards Consortium and is partially funded by the Nellie Mae Education Foundation and the Rural and Community Trust.

- WestEd is a lead partner and will support implementation through development of key components related to district leadership, teacher and administrator evaluation systems, curriculum alignment, assessment practices, protocols for data use through teacher collaborative practice, and training for community and school board members.

  - WestEd has provided school and district improvement services for more than ten years in several states with demonstrated success in turning around low-performing schools and districts. These experiences, combined with its reputation for high-quality research over the past thirty years, speak to WestEd's quality as an external partner for school improvement. WestEd is seen as a very strong partner to support the development of a teacher evaluation process and accompanying teacher job descriptions.

    The current teacher evaluation process was developed in 1981. Both teachers and administrators have long acknowledged shortcomings with the current system. Previous initiatives at redesigning the system have failed because procedures did not allow for the proper involvement and endorsement of the local Education Association of Pittsfield. Because of earlier conflicts, the guidance of an external partner with a solid research background and experience in school development was seen by the planning team as a benefit.

    Key WestEd representatives have engaged in discussions with the District Leadership Team with positive results. The WestEd *Transformation Model* is viewed as compatible with the district and school's emerging culture of collaboration, focus on implementation, and sense of accountability. The collaborative nature of the WestEd approach – as opposed to an off-the-shelf script – is seen as an attractive feature of this partnership.

Secondary Partners:

- Stan Davis is a nationally-recognized anti-bullying expert who has consulted with schools throughout the United States; Mr. Davis will support the development of a positive, caring, inclusive school climate.

  - School personnel have had several contacts with Stan Davis for almost one year. In January 2010, school administrators consulted with Mr. Davis regarding the handling of a specific alleged bullying situation. Mr. Davis provided helpful guidance. Since that time, school and district personnel have interacted with Mr. Davis in the context of two workshops / conferences as well as a Skype conference about Mr. Davis's work at PMHS. Mr. Davis will play an important role in tracking school climate improvement and supporting the development of skill in addressing student relationship issues for both the general staff and focused groups.

- Jean Haley is associated with the Northeast Center for Courage and Renewal who supports learning communities utilizing the methods of Parker J. Palmer; Ms. Haley will support teachers as they engage with the redesign process.

  - The planning team identified school culture as an area where school improvement is desired and specifically expressed concern regarding adult peer-to-peer relationships. The work of the Northeast Center for Courage and Renewal, supporting teachers through the writing of Parker J. Palmer, will address the roles and lives of teachers as well as the meaning of teaching in community. The Center is currently working in two New Hampshire school districts with positive results for both individual teachers and school cultures in developing improved teacher-to-teacher relationships.

- Main Street Academix (Bill Preble) is a consulting group that supports academic goals through the development of a positive, engaging school climate; Main Street Academics will provide teacher training, student leadership opportunities, and data collection and analysis services.

    - Main Street Academix has been working at PMHS for about a year to improve school climate and build a culture of respect through the engagement of student leadership. Director Bill Preble and his team have made plans for a three-year engagement in Pittsfield that is also expected to lower dropout rates, prevent bullying and violence, and enhance student leadership, as MSA has done in other New Hampshire Schools as well as schools in several other states. The early work of MSA in Pittsfield in the 2009-2010 school year was engaging and promising; the planning team believes that the continued relationship will support the growth of a positive school climate at PMHS.

- Maryclare Heffernan is associated with the SERESC in Bedford and is a capable, experienced facilitator and project manager; Ms. Heffernan will coordinate project activities and support project formative and summative evaluation.

    - Maryclare Heffernan is an experienced facilitator who worked with the planning team in April to engage in a data review and goal setting for this SIG. Because of this experience and because of her knowledge of the school and district as well as key leaders within the district, Ms. Heffernan has agreed to help coordinate the work of the grant. She has participated in several consultations with individuals and teams to this point and has proven to be a valuable resource in forwarding the work toward achievement of the state goals of the grant.

- The Institute on Disability, University of New Hampshire (Joanne Molloy and Donna Couture), holds a contract with the New Hampshire Department of Education to provide services, training, and technical assistance to demonstration site high schools relative to improving the educational outcomes of at-risk children and youth with disabilities; the Institute on Disability will provide such services in Pittsfield through the APEX III and Project Renew components.

    - The school district engaged with the Institute on Disability as a result of a grant to support student success. District personnel participated in the APEX conference and have begun to collaborate with Institute staff to support the success of students challenged by the traditional structure of high schools.

- Linda Kirszenbaum has served the district as a literacy consultant for many years. A former high school English teacher and large district curriculum coordinator, Ms. Kirszenbaum has consulted at the Pittsfield Middle School in the past.

    - As noted, Ms. Kirszenbaum has worked with the district for many years and has consulted with PMHS staff on several occasions over the past three to four years. To ensure continuity of program and approach, PMHS asked Ms. Kirszenbaum to expand her work to PMHS.

- Rob Lukasiak is a math consultant with extensive experience in teaching mathematics at the high school and college levels. He has experience with competency based instruction and has worked with CACES in support of mathematics and competency based instruction in a number of New Hampshire School Districts.

    - New PMHS Principal Bob Bickford has worked with Rob Lukasiak in a previous position and knew of his skill and effectiveness as a consultant working both with the whole staff in developing high-quality course competencies and with the mathematics teachers in developing effective instructional strategies. Following a meeting in summer 2010, Mr. Lukasiak agreed to work with the PMHS staff in these critical areas.

- The New Hampshire Center for Effective Behavioral Interventions and Supports (Eric Mann) engages New Hampshire schools in developing systems and practices that promote behavioral, social-emotional, and academic growth of all children.
    - NH-CEBIS has previously supported the development of systems and practices in the district. Eric Mann has provided a good deal of training and support around behavioral systems in schools. Mr. Mann has agreed to support continued development of PBIS at PMHS.
- Kevin Perks is a doctoral candidate at the University of New Hampshire and a literacy coach and consultant who has supported increases in literacy achievement in high schools throughout northern New England; Mr. Perks will serve as a literacy coach.
    - Kevin Perks served as a presenter at two summer institutes organized in Pittsfield around literacy and literacy instructional practices. His work, including organizing for instruction and modeling effective practices, was effective and well-received by faculty participants. In discussions with the district's literacy coordinator, Mr. Perks indicated his interest in continuing his work to support reading and writing across the curriculum through a variety of strategies.
- Plymouth State University Professors Marianne True and Gerry Buteau have provided courses and staff development opportunities on the topic of differentiation for student success across the state; Drs. True and Buteau will teach a course on differentiated instruction.
    - One of the district administrators had worked with Marianne True in the context of a course on differentiated instruction that was held in a neighboring school district. Dr. True and colleague Dr. Buteau were approached to conduct such a course for Pittsfield teachers. Following planning meetings that included discussions of the teachers' experience with a number of related strategies, Dr. True and Dr. Buteau agreed to conduct a summertime course on-site in Pittsfield.
- Strafford Learning Center (SLC) (Kevin Murphy) has taken a leadership role in supporting students with severe needs relative to community-based services; Strafford Learning Center will provide support and coaching for the PBIS Intensive Team.
    - School and district personnel have become familiar with the work of Strafford Learning Center through a relationship of many years that has resulted in out-of-district placement of Pittsfield students in programs of the Strafford Learning Center. SLC has developed highly-effective wrap-around practices and has agreed to support and coach PMHS educators along with external support agencies.
- The UCLA School Management Program (SMP) supports the sustainable development of learner-centered organizations where all students achieve at high levels. UCLA SMP has engaged in a variety of partnerships with local school districts to support change. Evaluators from SMP have extensive experience with federal, state, and local programs.
    - The UCLA SMP will conduct program evaluation in the implementation of SIG improvement models at PMHS. The SMP will collect and analyze data over the three-year period of the project to enhance formative decision-making and summative conclusions relative to the goals of the project. The district had considered other service providers in this area as well.

Because of the number of external partners / consultants, coordination of effort will be essential so as to avoid confusion, duplication of services, scheduling conflicts and overlaps, and an unacceptable level of stress for faculty and staff. Several elements have been established or are in the process of being established to ensure the effective and efficient delivery of services by our partners / consultants. These include the following.

- Coordination of Service Provider Activities (see also items below). In addition to the overall map (see below) provided by external partners, partners are asked to submit to the SIG Steering Team agendas/details of their on-site visits two weeks in advance. These agendas/details will serve to effect communication with all interested parties and will allow for adjustments as needed for effective and efficient delivery of services.

- Graphic Representation of SIG Project. To support understanding of the breadth of the project as well as communication about the SIG project, a graphic representation that will include the goals, objectives, strategies, and vision will be integrated with the work of the external service providers. This graphic will be an essential document both for faculty and staff in understanding the elements of the project and for the community in understanding the work of the project in general.

- On-Line Diary. The school is in the process of establishing an online system of communication that will allow entries by both external partners and district and school leaders. The entries will chronicle the work of the project and will support effective communication and understanding of all parties as to the work of others in the interests of the three project goals.

- Project Coordination. Our external project coordinator – Maryclare Heffernan of SERESC – will be involved in all meetings (described below), either in person or by telephone conference. Additionally, Ms. Heffernan will receive copies of all documents, agendas, plans, etc. provided by the external partners as well as meetings held internally on the late-start Wednesdays. This will support general coordination by an external partner.

- Service Provider Meetings. Two general meetings of service providers have been held in the interest of coordinating efforts. These meetings have also included district and school administrators as well as one teacher leader representative from each of the four teaching teams in the school. In the first two meetings, each participant gained an overview of the SIG project and external partners mapped out anticipated activities for the first six months of the project. This latter will be modified as needed by the SIG Steering Team. The Service Provider Meetings will continue to be held at six- to eight-week intervals throughout the first six months of the project. Beyond this point, the Meeting participants will determine the frequency of meetings necessary to effectively conduct the work of the project.

- SIG Steering Team. A SIG Steering Team has been established that includes district and school administrators and one teacher leader representative from each of the four teaching teams in the school. The Team will meet on a weekly basis to monitor activities, plan for activities, and adjust activities as needed for effective flow and content. The Team is authorized to adjust as needed based on the week-to-week experiences of the school faculty and staff.

- *Align other resources with the interventions:*

As noted above, the faculty and community of PMHS have already begun work with the Center for Secondary School Redesign (CSSR) and have been receiving technical assistance on this important project. This assistance includes planned summer institutes for our teachers as they develop new structures and strategies as well as ongoing school change coaching and staff development. Additionally, the district's APEX III grant further supports SIG goals and local funds will also be accessed in a manner consistent with SIG.

Several important factors will help Pittsfield in this project. One of these assets is our size. Small schools, with strong relationships among students and staff, are often more adaptable and able to personalize programs to meet student needs. The consultants who we have selected all have experience that will support SIG aims as well as understanding of and experience with secondary school redesign principles and effective instructional practices.

- *Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively*

  Through the district development project that has been ongoing for nearly two years, discussions around *Race to the Top* requirements, and discussions around SIG planning, the district has engaged the necessary stakeholders to expect success in this area. Previously, our school board chairperson, union president, and superintendent of schools had signed a memorandum of understanding committing to the Transformation Model under the requirements of *Race to the Top*.

  Further, the school board has been fully apprised of the requirements of SIG and of the ongoing planning for SIG as well as approving of the district development utilizing the *Schooling by Design* template. The planning team, named above, includes administrators and key teacher leaders in the planning process. The team has included the active involvement of the president of the local union, the Education Association of Pittsfield.

  Modification to practices has begun, significantly in the remaking of the PMHS schedule to allow for weekly late-starts for faculty planning and development, formation of academic core teams, daily common planning time for core teams, a site council to provide for open and democratic governance, and other key elements in the redesign vision. Summer institutes are planned to further support this development.

  Additional practices and policies will be adjusted as the SIG process unfolds, with the support of the faculty, school board, administration, and community. The importance of modifying practices and policies for systemic change is recognized in implementation research.

- *Sustain the reforms after the funding period ends:*

  Essential to our efforts to sustain this reform has been the involvement of our community in visioning the future of our schools. During the winter of 2008-2009, a series of community forums were conducted during which open discussions of the current levels of achievement as well as demands of 21st century workplaces were held. Additionally, the community members involved engaged in *picture the graduate* and *imagine the school* exercises during which a clear commitment to reform was expressed.

  During the late summer and fall of 2009, it became apparent that a second year of staff reductions would be required as a result of declining enrollments (a decline of 40% over eight years with no significant staff reduction) and current economic conditions. With the school board's leadership, the district engaged in a thoughtful process to effect the reductions based on a vision and plan for the future of the schools rather than a simple layoff-by-seniority process.

  This initiative resulted in a series of middle high school visioning sessions held on Saturdays and late afternoons that involved students, parents, non-parent community members, and faculty members. This group worked with a facilitator from the Center for Secondary School Redesign (CSSR) (Joe DiMartino) to create a vision of the future of Pittsfield Middle High School. As a part of this process, visioning team members visited a number of small, effective secondary schools including Parker Essential Charter School in Massachusetts and Urban Academy in New York City.

  As a result of this process, a vision of a more personalized, engaging middle high school emerged, one that is characterized by high standards, high expectations, and high aspirations. This initial visioning group expanded to become a planning group. The scheduling and teaming structure described herein emerged from the work of this larger group and additional planning sessions – again including students, parents, non-parent community members, and faculty – resulted in important foundational work in terms of upgrading our advisory program; developing our site council in which student, parent, and teacher voices would all be given opportunity for expression; planning for weekly late-start

faculty professional development time; and planning for daily common planning time for core academic teams.

Importantly, the reforms planned for in this application have begun and have enjoyed the support of our broader school community. With this important groundwork being accomplished prior the grant period, prospect of sustainability is significantly strengthened.

Further, the proposed school improvement program is largely based on implementing systems over a three-year period. Once established, sustaining these systems will require a much more modest level of support and funding. We anticipate the need to provide ongoing training and mentoring as new faculty are hired; we plan to utilize the increased capacity and knowledge of leaders that will be developed through our initial three years of implementation to provide many of those services.

It is our intent to implement aligned curricula with assessments that inform instructional practice within the three-year period of this SIG. In addition, our redesigned evaluation systems will use multiple measures including student growth, classroom instructional practices, and classroom assessment practices outlined below.

5) Provide a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA Application.

The Pittsfield School District is committed to a Transformational Model that encompasses the following SIG components including:

- **Teacher and Leader Effectiveness**
- **Comprehensive Instructional Reform Strategies**
- **Increasing Learning Time and Creating Community-Oriented Schools**
- **Providing Operational Flexibility Sustained Support**

These critical areas of the Transformational Model are addressed by the following three interrelated Pittsfield District SIG Goals:

a. <u>Curriculum / Instruction / Assessment</u>. By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measures.

This goal to address curriculum, instruction, and assessment is a district-wide goal that supports raising standards and levels of student achievement in each of the district's schools through a wide range of strategies and actions. In specific reference to the goals of the Transformation Model, the strategies and actions described below are aligned and supportive of key components as follows:

- <u>Teacher and Leader Effectiveness</u>
  - 1f – evaluation of teachers and administrators
  - 1k – updating teacher and administrator job descriptions
  - 1q – visiting model schools and programs
  - 1r – developing professional culture through weekly professional development and daily common planning time using student outcome data to inform decisions regarding class and personalized planning for core academic teams

- <u>Comprehensive Instructional Reform Strategies</u>
  - 1a – extending current formative and summative assessment systems
  - 1b – developing more frequent assessments linked to standards and competencies
  - 1c – support of curriculum analysis and alignment through mapping

- 1d – collection and organization of data to support instructional decision-making
- 1e – differentiated instructional strategies
- 1i – developing and supporting instructional strategies
- 1j – developing intervention options for below-level and struggling students
- 1l – coaching for literacy teaching and learning
- 1m – coaching for mathematics teaching and learning
- 1n – developing performance assessment practices
- 1q – supporting at risk students
- 1s – developing personalization strategies, including advisories, personal plans for progress, student-led conferences, project-based learning
- 1u – expansion of use of technology to engage and support learners
- 1v – ease student transitions through system

- <u>Increasing Learning Time and Creating Community-Oriented Schools</u>
  - 1g – extended learning opportunities and creating community links
  - 1h – increasing learning time and opportunities

- <u>Providing Operational Flexibility Sustained Support</u>
  - 1o – ongoing project assessment and adjustment
  - 1q – development of site council including students, community members, faculty
  - 1r – scheduling and staffing patterns to support school redesign

To address this goal, several project features are addressed by the activities described below. Generally speaking, this goal will be addressed by redesigning structures for learning for greater engagement and rigor, supporting learning through development of teacher effectiveness, supporting personalized instruction through greater use of data for decision-making, extending learning beyond to the walls of the school to access community resources and increase student engagement, and providing resources that will support interventions for below-level students.

<u>2010-2011</u>

a. ASSESSMENT: Extend NWEA MAP testing to grades 9, 10, and 11
   - Provide ongoing assessment data for literacy, math, and science instructional planning
   - Assessments to be conducted at start, at mid-point, and at end of school year
   - Frequent assessments to provide data for instructional decision-making and differentiation

b. ASSESSMENT: Develop quarterly assessments linked to state standards
   - WestEd to support teacher and departmental development of benchmark assessments linked to state standards
   - Benchmark assessments administered as developed
   - Assessments to be aligned with state standards and course competencies

c. CURRICULUM MAPPING: Map curriculum using *Atlas Rubicon* web-based system and develop knowledge base to support mapping and curriculum analysis
   - Web-based mapping began in 2009-2010
   - Continue development of maps
   - Provide stipends for teachers and teams to input baseline curriculum data during out-of-school times

d. DATA INTEGRATION AND SUPPORT: Support the continuous use of data to inform and differentiate instruction to meet academic needs of individual students
   - Extend services of data / intervention team of two school staff members to secondary school (half-time);
   - Support the work of this team with external consultant to empower faculty to engage in *data driven dialogue*
   - Establish system of *early warning signs* that allow students at risk to be identified and supported with interventions early and appropriately

e. DIFFERENTIATED INSTRUCTION STRATEGIES: Offer *Differentiated Instruction / Intentional Teaching* course in-district by PSU faculty
   - Planning techniques, including *Understanding by Design* elements

- Instructional strategies to support student learning
- Practical application of instructional strategies

f. EVALUATION OF TEACHERS AND ADMINISTRATORS: Develop evaluation systems that take student data into account and are developed with teacher and administrator involvement
   - Design systems with support of WestEd consultants
   - Systems to reflect SIG Transformation Model components
   - District Leadership Team to assume primary responsibility for development

g. EXTENDED LEARNING OPPORTUNITIES / UTILIZATION OF COMMUNITY RESOURCES: Provide students with extended learning opportunities utilizing resources available in the greater Pittsfield regional community
   - Continue development of ELOs begun in 2009-2010 school year
   - Support students in taking New Hampshire Community College *Running Start* classes
   - Engage students and community in accessing resources
   - Guidance provided through advisory program
   - Establish program to be ongoing beyond grant period

h. INCREASED LEARNING TIME: Create schedule and develop strategies for increasing learning time
   - Provide additional library time in mornings and afternoons for student access
   - Provide services of a late bus run to allow students to remain in school for academic support and engagement in extra-curricular activities
   - District Leadership Team to research and consider options for increasing learning time
   - Recommendations to be made to school board

i. INSTRUCTIONAL STRATEGIES AND PRACTICES: Support staff in utilizing effective instructional strategies and practices to support district goals
   - With support of WestEd, survey classrooms to establish baseline data relative to instructional practices
   - Faculty will engage in conversations to identify a limited number of individual instructional strategy goals
   - Targeted staff development will be provided in areas targeted by the faculty for development and improvement

j. INTERVENTIONS: Develop program of strategies to support achievement of below-level / struggling students
   - Interventions to support below-level / struggling students to be developed
   - Utilize technology to support below-level / struggling students

k. JOB DESCRIPTIONS: Develop/update job descriptions for teachers and administrators
   - Currently, job descriptions do not exist for teachers
   - Job descriptions for administrators will benefit from updating
   - WestEd to provide support to District Leadership Team in developing/updating job descriptions for teachers and will specify job responsibilities that link to district goals

l. LITERACY COACHING AND LEARNING: Provide support for reading and writing instruction
   - Literacy coach to work with core teachers to integrate reading and writing instruction across curriculum
   - Provide additional non-fiction text to support literacy learning

m. MATHEMATICS COACHING: Provide support for mathematics instruction
   - Mathematics coach to work with math and science teachers to strengthen core instruction

n. PERFORMANCE ASSESSMENT: Develop authentic performance tasks linked to state standards and school competencies
   - Participate in staff development activities of the *New England Consortium for Personalization and Performance Assessment* (organized by CSSR)
   - Teachers to collaborate with same-subject teachers in other school districts to develop performance tasks
   - Participate in annual summer institute

o. PROJECT ASSESSMENT: Engage external consultant team (Public Consulting Group) to provide formative and summative project assessments
   - Regular formative assessments will guide ongoing decision-making
   - Summative assessment will provide overall project evaluation

p. PROJECT COORDINATION: Engage external consultant (SERESC) to facilitate semi-annual assessment of progress toward goals
   - External consultant – Maryclare Heffernan – to facilitate project coordination in collaboration with school and district administrators and teacher leaders as well as external service providers

q. *PROJECT RENEW*: Support the success of at-risk students through RENEW
   - Provide training and technical assistance for staff members to become trained RENEW
   - Training and technical assistance provided by Institute on Disability at the University of New Hampshire and the New Hampshire Department of Education

r. SCHOOL VISITS: Learn from the success of other successful secondary schools through faculty and administrator school visits
   - Successful New Hampshire secondary schools
   - Charter and public schools recommended by CSSR
   - Member schools of the New York Consortium for Performance Assessment

s. SECONDARY SCHOOL REDESIGN: Continue high school redesign collaboration initiated by planning year in 2009-2010 with Center for Secondary School Redesign
   - Create action plan and provide professional development for new structures:
     - school change coaching and organizational support
     - revised advisory program
       - i. advisory to serve as organizing locus for personalization of instruction
       - ii. advisories to meet 25 minutes per day, every day
       - iii. students will remain with single advisory, associated with core academic team, for a two-year period
       - iv. advisors to facilitate personal learning plans and post-secondary planning
     - development of personal plans for progress and student-led conferences
       - i. personal plans for progress / personal learning plans to be developed through advisories
       - ii. student-led conferences to utilize parents, community members, and faculty, depending on year and focus
       - iii. focus for grades 8 and 10 student-led conferences will be gateway exhibitions of achievement of learning standards
       - iv. focus for grades 9 and 11 student-led conferences will be associated with secondary and post-secondary planning
       - v. focus for grade 12 student-led conference will be a culminating senior project
     - development of site council that includes students and community members along with teachers and administrators
     - development of professional learning communities utilizing weekly late start
     - peer-supported professional development through use of daily common planning time
     - project-based learning
     - performance assessment
   - Develop and implement two three-day summer institutes to support staff development with above; topics include project-based learning, development of advisories, use of weekly late-start faculty meeting / development time, and daily common planning time

t. SCHEDULE AND STAFFING REDESIGN: Initiate revised schedule and staffing plan
   - Revisions include formation of core academic teams to support two grade levels of students each, weekly late starts to allow for weekly professional development, daily common planning time for core teams

u. TECHNOLOGY: Support application of technology to academic achievement
   - Provide increased access to technology to students to support interventions as well as literacy and mathematics learning
   - Technology team to develop plan by spring 2011
   - Provide programs and equipment as determined by district Technology Team in rewritten Technology Plan

v. TRANSITIONS: Support students experiencing transitions in school levels

- Develop strategies for easing transition from grade 6 to 7, grade 8 to 9, and grade 12 to post-secondary plans
- Support for transitions to be included in advisory program

2011-2012

a. ASSESSMENT: Continue with NWEA MAP testing in grades 9, 10, and 11
   - Continue to provide ongoing assessment data for literacy, math, and science instructional planning
   - Assessments to be conducted at start, at mid-point, and at end of school year
   - Frequent assessments to provide data for instructional decision-making and differentiation

b. ASSESSMENT: Continue to develop quarterly assessments linked to state standards
   - WestEd to support teacher and departmental development of benchmark assessments linked to state standards
   - Benchmark assessments administered as developed
   - Assessments to be aligned with state standards and course competencies

c. CURRICULUM MAPPING: Continue tp curriculum using *Atlas Rubicon* web-based system and develop knowledge base to support mapping and curriculum analysis
   - Web-based mapping began in 2009-2010
   - Continue development of maps
   - Provide stipends for teachers and teams to input baseline curriculum data during out-of-school times

d. DATA INTEGRATION AND SUPPORT: Support the continuous use of data to inform and differentiate instruction to meet academic needs of individual students
   - Continue to provide and refine services of data / intervention team of two school staff members to secondary school (half-time);
   - Support the work of this team with external consultant to empower faculty to engage in *data driven dialogue*
   - Facilitate system of *early warning signs* that allow students at risk to be identified and supported with interventions early and appropriately

e. DIFFERENTIATED INSTRUCTION STRATEGIES: Offer *Differentiated Instruction / Intentional Teaching* course in-district by PSU faculty
   - Planning techniques, including *Understanding by Design* elements
   - Instructional strategies to support student learning
   - Practical application of instructional strategies

f. EVALUATION OF TEACHERS AND ADMINISTRATORS: Field test evaluation systems that take student data into account and are developed with teacher and administrator involvement
   - Testing with support of WestEd consultants

g. EXTENDED LEARNING OPPORTUNITIES / UTILIZATION OF COMMUNITY RESOURCES: Provide students with extended learning opportunities utilizing resources available in the greater Pittsfield regional community
   - Continue development of ELOs begun in 2009-2010 school year
   - Support students in taking New Hampshire Community College *Running Start* classes
   - Engage students and community in accessing resources
   - Guidance provided through advisory program
   - Establish program to be ongoing beyond grant period

h. INCREASED LEARNING TIME: Continue and develop strategies for increasing learning time
   - Continue to provide additional library time in mornings and afternoons for student access
   - Continue to provide services of a late bus run to allow students to remain in school for academic support and engagement in extra-curricular activities
   - Revamp summer school
   - District Leadership Team to research and consider options for increasing learning time
   - Recommendations to be made to school board

i. INSTRUCTIONAL STRATEGIES AND PRACTICES: Support staff in utilizing effective instructional strategies and practices to support district goals
   - Faculty will engage in conversations to identify additional but limited number of individual instructional strategy goals

- Targeted staff development will be provided in areas targeted by the faculty for development and improvement

j. INTERVENTIONS: Continue to develop program of strategies to support achievement of below-level / struggling students
   - Interventions to support below-level / struggling students to be developed
   - Utilize technology to support below-level / struggling students

k. JOB DESCRIPTIONS: Refine job descriptions for teachers and administrators
   - WestEd to provide support to District Leadership Team in developing/updating job descriptions for teachers and will specify job responsibilities that link to district goals

l. LITERACY COACHING AND LEARNING: Provide support for reading and writing instruction
   - Literacy coach to work with core teachers to integrate reading and writing instruction across curriculum
   - Provide additional non-fiction text to support literacy learning

m. MATHEMATICS COACHING: Provide support for mathematics instruction
   - Mathematics coach to work with math and science teachers to strengthen core instruction

n. PERFORMANCE ASSESSMENT: Continue to develop authentic performance tasks linked to state standards and school competencies
   - Participate in staff development activities of the *New England Consortium for Personalization and Performance Assessment* (organized by CSSR)
   - Teachers to collaborate with same-subject teachers in other school districts to develop performance tasks
   - Participate in annual summer institute

o. PROJECT ASSESSMENT: Engage external consultant team (Public Consulting Group) to provide formative and summative project assessments
   - Regular formative assessments will guide ongoing decision-making
   - Summative assessment will provide overall project evaluation

p. PROJECT COORDINATION: Engage external consultant (SERESC) to facilitate semi-annual assessment of progress toward goals
   - External consultant – Maryclare Heffernan – to facilitate project coordination in collaboration with school and district administrators and teacher leaders as well as external service providers

q. *PROJECT RENEW*: Support the success of at-risk students through RENEW
   - Provide training and technical assistance for staff members to become trained RENEW
   - Training and technical assistance provided by Institute on Disability at the University of New Hampshire and the New Hampshire Department of Education

r. SCHOOL VISITS: Learn from the success of other successful secondary schools through faculty and administrator school visits
   - Successful New Hampshire secondary schools
   - Charter and public schools recommended by CSSR
   - Member schools of the New York Consortium for Performance Assessment

s. SECONDARY SCHOOL REDESIGN: Continue high school redesign collaboration initiated by planning year in 2009-2010 with Center for Secondary School Redesign
   - Create action plan and provide professional development for new structures:
     - school change coaching and organizational support
     - revised advisory program
       - i. advisory to serve as organizing locus for personalization of instruction
       - ii. advisories to meet 25 minutes per day, every day
       - iii. students will remain with single advisory, associated with core academic team, for a two-year period
       - iv. advisors to facilitate personal learning plans and post-secondary planning
     - development of personal plans for progress and student-led conferences
       - i. personal plans for progress / personal learning plans to be developed through advisories
       - ii. student-led conferences to utilize parents, community members, and faculty, depending on year and focus

iii. focus for grades 8 and 10 student-led conferences will be gateway exhibitions of achievement of learning standards
iv. focus for grades 9 and 11 student-led conferences will be associated with secondary and post-secondary planning
v. focus for grade 12 student-led conference will be a culminating senior project

- development of site council that includes students and community members along with teachers and administrators
- development of professional learning communities utilizing weekly late start
- peer-supported professional development through use of daily common planning time
- project-based learning
- performance assessment

- Develop and implement two three-day summer institutes to support staff development with above; topics include project-based learning, development of advisories, use of weekly late-start faculty meeting / development time, and daily common planning time

t. SCHEDULE AND STAFFING REDESIGN: Review and revise schedule and staffing plan
u. TECHNOLOGY: Support application of technology to academic achievement
   - Provide increased access to technology to students to support interventions as well as literacy and mathematics learning
   - Technology team to develop plan by spring 2011
   - Provide programs and equipment as determined by district Technology Team in rewritten Technology Plan
v. TRANSITIONS: Support students experiencing transitions in school levels
   - Develop strategies for easing transition from grade 6 to 7, grade 8 to 9, and grade 12 to post-secondary plans
   - Support for transitions to be included in advisory program

<u>2012-2013</u>

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c. CURRICULUM MAPPING: Map curriculum using *Atlas Rubicon* web-based system and develop knowledge base to support mapping and curriculum analysis
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    - ii. student-led conferences to utilize parents, community members, and faculty, depending on year and focus
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  - performance assessment
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- Provide programs and equipment as determined by district Technology Team in rewritten Technology Plan

v. TRANSITIONS: Support students experiencing transitions in school levels
- Develop strategies for easing transition from grade 6 to 7, grade 8 to 9, and grade 12 to post-secondary plans
- Support for transitions to be included in advisory program

b. <u>Culture / Climate</u>. By June 2013, all members of the Pittsfield school community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.

The goal to address culture and climate is a district-wide goal that supports collegial, professional relationships among our faculty and staff; collaborative, respectful relationships between parents and school people; and a warm, caring, supportive school environment for our students. The realization of this goal will strongly support academic achievement.

In specific reference to the goals of the Transformation Model, the strategies and actions described below are aligned and supportive of key components as follows:

- Teacher and Leader Effectiveness
  - 2b – support for faculty in change process and development of collaborative culture

- Comprehensive Instructional Reform Strategies
  - 2e – support for an effective disciplinary system
  - 2g – support for developing productive and engaging school culture

- Increasing Learning Time and Creating Community-Oriented Schools
  - 2a – prevention of bullying and development of safe, supportive school environment
  - 2c – increased engagement through extra-curricular activities
  - 2d – development of strategies for increased parent involvement
  - 2h – stronger support for and connection with families

- Providing Operational Flexibility Sustained Support
  - 2f – ongoing project assessment and adjustment

To address this goal, several project features are addressed by the activities described below. Generally speaking, this goal will be addressed by strengthening adult-to-adult professional relationships, providing professional development to address bullying and climate issues, providing for student leadership to address student-identified culture and climate priorities, more meaningfully engaging parents through student-led conferences and other, providing a social worker to support family engagement, opening up options for extra-curricular involvement in the life of the school and community, and supporting the fledgling PBIS approach to student behavior management.

2010-2011

a. BULLYING PREVENTION: Engage Consultant Stan Davis for comprehensive assessment, training, and consultation
   - Administer survey to all students
   - Analyze survey data
   - Provide training and consultation (3 days) as determined by PBIS Universal Team
   - Integrate services with *Main Street Academix* program components
b. *COURAGE TO TEACH* RETREAT: Engage *New Hampshire Courage and Renewal* to provide optional quarterly *Courage to Teach* (based on the work of Parker J. Palmer) retreat for up to 20 teachers
   - Two overnight retreats per year and two one-day retreats per year, scheduled at seasonal changes
   - Focus on renewal of heart, mind, and spirit; reconnection to one's identity and integrity; creation of a context for careful listening and deep connection; supporting the development of trusting relationships; and explores the connection between the lives of educators and renewal of public education
c. EXTRA-CURRICULAR ACTIVITIES: Extend extra-curricular program in response to student interests
   - Program expansion based on research that connects participation in extra-curricular activities with academic achievement
   - Students have been surveyed regarding unmet interests
   - Provision of stipends for ten additional activities

d. PARENT INVOLVEMENT: Form a *Parent Involvement Task Force* to develop strategies for engaging parents in middle and high school education
   - Collaborative parent/educator team to meet to develop strategies beginning with U.S. Department of Education and *Project Appleseed* materials and supports
   - Engage parents through student goal-setting and student-led conferences; it is anticipated that student-led conferences will dramatically increase parent involvement in academic lives of students
   - Develop site council that will include parents in essential governance structure of school
   - Develop High School Redesign Advisory Council, answerable to the School Board, that will include strong parent representation

e. *PBIS* PROGRAM SUPPORT AND RENEWAL: Engage external consultants – NH-CEBIS, Institute on Disabilities of the University of New Hampshire, Strafford Learning Center - to support continued development of PBIS teams
   - Assessment of systems and practices
   - Action planning for development
   - Support for implementation of action plan

f. PROJECT ASSESSMENT: Engage external consultant team (Public Consulting Group) to provide formative and summative project assessments
   - Regular formative assessments will guide ongoing decision-making
   - Summative assessment will provide overall project evaluation

g. PROJECT COORDINATION: Engage external consultant (SERESC) to facilitate semi-annual assessment of progress toward goals
   - External consultant – Maryclare Heffernan – to facilitate project coordination in collaboration with school and district administrators and teacher leaders as well as external service providers

h. SCHOOL CLIMATE AND LEARNING: Engage *Main Street Academix* to support development of student leadership and a positive school culture and climate: *Linking School Climate, School Culture, and School Improvement*
   - Continue development initiated in 2009-2010 school year
   - Develop student leadership through re-engagement and re-energizing of Student Leadership Team
   - Student leaders and mentors to participate in annual Teen Summit
   - Strengthen advisor role with training for adult mentors
   - Establishment of a *design team* to develop and connect with systems for decision-making
   - *Design team* to participate in annual Summer Institute
   - Link all climate efforts into existing systems
   - Development of student projects
   - Provide professional development for all staff
   - Plan for training of students as *senior advisors*
   - Integrate services with Stan Davis consultation
   - Collect data relative to school culture and climate

i. SOCIAL WORKER: Provide for social worker services
   - Currently second year of 3-day/week social worker under a grant; grant not to be renewed
   - Provide for expansion of social worker position to full-time and fund through SIG project (grant not renewed)

<u>2011-2012</u>

a. BULLYING PREVENTION: Engage Consultant Stan Davis for comprehensive assessment, training, and consultation
   - Administer survey to all students
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c. EXTRA-CURRICULAR ACTIVITIES: Extend extra-curricular program in response to student interests
   - Program expansion based on research that connects participation in extra-curricular activities with academic achievement
   - Students have been surveyed regarding unmet interests
   - Provision of stipends for ten additional activities

d. PARENT INVOLVEMENT: Continue *Parent Involvement Task Force* to develop strategies for engaging parents in middle and high school education
   - Collaborative parent/educator team to meet to develop strategies beginning with U.S. Department of Education and *Project Appleseed* materials and supports
   - Engage parents through student goal-setting and student-led conferences; it is anticipated that student-led conferences will dramatically increase parent involvement in academic lives of students
   - Develop site council that will include parents in essential governance structure of school
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   - Strengthen advisor role with training for adult mentors
   - Establishment of a *design team* to develop and connect with systems for decision-making
   - *Design team* to participate in annual Summer Institute
   - Link all climate efforts into existing systems
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   - Integrate services with Stan Davis consultation
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i. SOCIAL WORKER: Provide for social worker services
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2012-2013

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   - Focus on renewal of heart, mind, and spirit; reconnection to one's identity and integrity; creation of a context for careful listening and deep connection; supporting the development of trusting relationships; and explores the connection between the lives of educators and renewal of public education

c. EXTRA-CURRICULAR ACTIVITIES: Extend extra-curricular program in response to student interests
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   - Provision of stipends for ten additional activities

d. PARENT INVOLVEMENT: Continue *Parent Involvement Task Force* to develop strategies for engaging parents in middle and high school education
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i. SOCIAL WORKER: Provide for social worker services
   - Currently second year of 3-day/week social worker under a grant; grant not to be renewed
   - Provide for expansion of social worker position to full-time and fund through SIG project (grant not renewed)

c. <u>College / Career Readiness</u>. By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.

The goal to address college and career readiness is a district-wide goal that is relevant for all levels in our schools. We believe that this goal is about aspirations, self-knowledge, information about options, and informed decision-making. We aim to have our graduates leave Pittsfield with a plan for the next stage of their lives.

In specific reference to the goals of the Transformation Model, the strategies and actions described below are aligned and supportive of key components as follows:

- <u>Comprehensive Instructional Reform Strategies</u>
  - 3d – increasing graduation rates through student planning
  - 3e – accessing graduates to support meaningful program reform
- <u>Increasing Learning Time and Creating Community-Oriented Schools</u>
  - 3a – supporting student decision-making relative to post-secondary planning
  - 3b – connecting students with regional post-secondary resources
  - 3c – connecting students with local professional and trades people
  - 3l – increasing depth of service learning
- <u>Providing Operational Flexibility Sustained Support</u>
  - 3f – ongoing project assessment and adjustment

To address this goal, several project features are addressed by the activities described below. Generally speaking, this goal will be addressed through supporting greater student self-awareness, awareness of options available for post-secondary development, and following-up with graduates to provide data on college and career readiness efforts.

<u>2010-2011</u>

a. COLLEGE AND CAREER EXPLORATIONS: Pilot college/career explorations class for middle school students
   - Class scheduled and enrolled as pilot
   - Plan to develop for all middle school students

b. COLLEGE VISITS: Conduct college visits – to include tours, sitting in on classes, conversations with admissions and financial aide officers, conversations with students, etc. – for students in grades 10, 11, 12
   - Minimum of three visits per year
   - Based on student interests
   - Variety of colleges and post-secondary options to be considered

c. JOB SHADOWING: Engage students in at least one job shadowing experience in field of interest

- Arranged through advisories
- Process to be developed
- To be presented in student-led conference as grade 11 requirement

d. PERSONALIZED ASSESSMENT: Administer interest inventories and career assessments to students in grades 9 and 11
   - Arranged through advisories
   - To be presented in student-led conference as grade 9 and grade 11 requirement

e. POST-SECONDARY FOLLOW-UP SURVEYS: Conduct survey of graduates at 2, 5, and 10-year post-graduate milestones
   - To provide program feedback
   - To provide assessment data relative to readiness

f. PROJECT ASSESSMENT: Engage external consultant team (Public Consulting Group) to provide formative and summative project assessments
   - Regular formative assessments will guide ongoing decision-making
   - Summative assessment will provide overall project evaluation

g. PROJECT COORDINATION: Engage external consultant (SERESC) to facilitate semi-annual assessment of progress toward goals
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h. SERVICE LEARNING: Strengthen current service learning requirement to support service in potential career fields
   - Strengthen service learning graduation requirement
   - Support students in exploration of options

2011-2012

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   - Class scheduled and enrolled as pilot
   - Plan to develop for all middle school students

b. COLLEGE VISITS: Conduct college visits – to include tours, sitting in on classes, conversations with admissions and financial aide officers, conversations with students, etc. – for students in grades 10, 11, 12
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   - Summative assessment will provide overall project evaluation

g. PROJECT COORDINATION: Engage external consultant (SERESC) to facilitate semi-annual assessment of progress toward goals

- External consultant – Maryclare Heffernan – to facilitate project coordination in collaboration with school and district administrators and teacher leaders as well as external service providers

h. SERVICE LEARNING: Strengthen current service learning requirement to support service in potential career fields
   - Strengthen service learning graduation requirement
   - Support students in exploration of options

2012-2013

a. COLLEGE AND CAREER EXPLORATIONS: Pilot college/career explorations class for middle school students
   - Class scheduled and enrolled as pilot
   - Plan to develop for all middle school students

b. COLLEGE VISITS: Conduct college visits – to include tours, sitting in on classes, conversations with admissions and financial aide officers, conversations with students, etc. – for students in grades 10, 11, 12
   - Minimum of three visits per year
   - Based on student interests
   - Variety of colleges and post-secondary options to be considered

c. JOB SHADOWING: Engage students in at least one job shadowing experience in field of interest
   - Arranged through advisories
   - Process to be developed
   - To be presented in student-led conference as grade 11 requirement

d. PERSONALIZED ASSESSMENT: Administer interest inventories and career assessments to students in grades 9 and 11
   - Arranged through advisories
   - To be presented in student-led conference as grade 9 and grade 11 requirement

e. POST-SECONDARY FOLLOW-UP SURVEYS: Conduct survey of graduates at 2, 5, and 10-year post-graduate milestones
   - To provide program feedback
   - To provide assessment data relative to readiness

f. PROJECT ASSESSMENT: Engage external consultant team (Public Consulting Group) to provide formative and summative project assessments
   - Regular formative assessments will guide ongoing decision-making
   - Summative assessment will provide overall project evaluation

g. PROJECT COORDINATION: Engage external consultant (SERESC) to facilitate semi-annual assessment of progress toward goals
   - External consultant – Maryclare Heffernan – to facilitate project coordination in collaboration with school and district administrators and teacher leaders as well as external service providers

h. SERVICE LEARNING: Strengthen current service learning requirement to support service in potential career fields
   - Strengthen service learning graduation requirement
   - Support students in exploration of options

6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provide the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.

Annual student achievement goals in reading and mathematics for Tier I and Tier II schools are as follows:

Fall 2011 NECAP Assessment

- Tier I, Pittsfield Middle School
  - Grade 7 Reading 70% or greater proficient or proficient with distinction

- Grade 8 Reading 62% or greater proficient or proficient with distinction
- Grade 7 Math 69% or greater proficient or proficient with distinction
- Grade 8 Math 62% or greater proficient or proficient with distinction

- Tier II, Pittsfield High School
  - Grade 11 Reading 65% or greater proficient or proficient with distinction
  - Grade 11 math 45% or greater proficient or proficient with distinction

Fall 2012 NECAP Assessment

- Tier I, Pittsfield Middle School
  - Grade 7 Reading 77% or greater proficient or proficient with distinction
  - Grade 8 Reading 73% or greater proficient or proficient with distinction
  - Grade 7 Math 77% or greater proficient or proficient with distinction
  - Grade 8 Math 74% or greater proficient or proficient with distinction
- Tier II, Pittsfield High School
  - Grade 11 Reading 75% or greater proficient or proficient with distinction
  - Grade 11 Math 65% or greater proficient or proficient with distinction

Fall 2013 NECAP Assessment

- Tier I, Pittsfield Middle School
  - Grade 7 Reading 85% or greater proficient or proficient with distinction
  - Grade 8 Reading 85% or greater proficient or proficient with distinction
  - Grade 7 Math 85% or greater proficient or proficient with distinction
  - Grade 8 Math 85% or greater proficient or proficient with distinction
- Tier II, Pittsfield High School
  - Grade 11 Reading 85% or greater proficient or proficient with distinction
  - Grade 11 Math 85% or greater proficient or proficient with distinction

7) Describe the intervention model proposed for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).

The Transformation Model will be applied to the Tier I and Tier II schools included in this application: the Pittsfield Middle School and the Pittsfield High School. The Tier III school in the district is not included in this grant proposal.

8) Describe the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.

Three goals have been established for all schools in the Pittsfield School District:

a. Curriculum / Instruction / Assessment. By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measures.

The goal to address curriculum, instruction, and assessment is a district-wide goal that supports raising standards and levels of student achievement in each of the district's schools.

b. Culture / Climate. By June 2013, all members of the Pittsfield school community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.

The goal to address culture and climate is a district-wide goal that supports collegial, professional relationships among our faculty and staff; collaborative, respectful relationships between parents and school people; and a warm, caring, supportive school environment for our students. The realization of this goal will strongly support academic achievement.

c. **<u>College / Career Readiness</u>. By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.**

The goal to address college and career readiness is a district-wide goal that is relevant for all levels in our schools. We believe that this goal is about aspirations, self-knowledge, information about options, and informed decision-making. We aim to have our graduates leave Pittsfield with a plan for the next stage of their lives.

9) Describe how the LEA consulted with relevant stakeholders regarding the LEA's Application and implementation of SIG intervention models.

As noted in #4 above, consultation and involvement of relevant stakeholders regarding school improvement work and the LEA's application for implementation of SIG intervention models has been ongoing for almost two years. Importantly, this work began in 2008 with the involvement of community, faculty, and staff in the articulation of a vision for the school district and for our graduates. It was clear from these forums and conversations that the present course of the schools and district would no longer be acceptable if we were to expect our graduates to be ready for college and career at the conclusion of their high school education. In short, members of our school community wished more for their schools and their children that what they were receiving.

At the same time, the gradual decline in enrollment (including the movement of Barnstead students to Prospect Mountain High School) – 40% over eight years with no appreciable reduction in staff – suggested that the current level of staffing could not be sustained, nor was it appropriate since the high school's per pupil cost was about 45% above the state average at the time. Taken in concert with the current economic conditions, it became apparent that staff reductions would be necessary.

In fall 2009, with the blessing of the school board, the Pittsfield community engaged in meetings to create a vision of what the middle and high school could become. This process included visits to high achieving, small secondary schools – including Parker Essential Charter School in Massachusetts and Urban Academy in New York City – and facilitation by Joe DiMartino of the Center for Secondary School Redesign. This led to a more reasoned approach to staff reduction rather than a simple last-in-first-out process; in other words, the reduction was accomplished as a key element, a thoughtful and purposeful element, in a larger plan to redesign the middle high school.

More specifically, consultation with relevant stakeholders has included the following steps:

1. Actions taken prior to announcement of SIG that included consultation on key SIG and Transformation Model concepts:
   a. Summer 2008: District Leadership Team (teacher leaders and administrators) conducts book study of *Schooling by Design* and commits to multi-year design process
   b. 2008-2009 School Year: District Leadership Team develops draft mission and vision
   c. Fall 2008: Faculty and staff provide input relative to district design
   d. Winter and Spring 2008: Community members and former students provide input relative to district design through series of Community Forums
   e. Fall 2009: Community members and students engage in PMHS redesign visioning meetings coordinated by the Center for Secondary School Redesign
   f. 2009-2010 School Year: District Leadership Team develops draft district "learning principles"
   g. Winter 2009-2010: Superintendent discusses redesign concepts with PMHS faculty

h. Winter 2009-2010: Superintendent speaks with community groups – P.T.O., Select Board, Budget Committee, Rotary – about redesign, sharing plans and seeking input; Transformation Model discussed in context of *Race to the Top*
i. Spring 2010: Community members and students engage in PMHS redesign planning work coordinated by the Center for Secondary School Redesign

2. Actions taken since the announcement of SIG that included consultation:
   a. Spring 2010: Superintendent distributes printed outline of redesign and SIG; conducts open meeting with PMHS parents
   b. Spring 2010: District Leadership Team, PES School In Need of Improvement Team, PMHS Educational Leadership Team – each with additional membership from faculty – engage in SIG planning process with Facilitator Maryclare Heffernan of SERESC
   c. Spring 2010: District Leadership Team, PES School In Need of Improvement Team, PMHS Educational Leadership Team – each with additional membership from faculty – review draft application and provide feedback with recommended modifications to the draft

3. Throughout: Pittsfield School Board kept apprised and involved in ongoing discussions regarding school and district development.

Clearly, the district has been engaged in a thoughtful, purposeful, reasoned process that has involved key stakeholders in a process that has been inclusive and integrated. Quite frankly, the planning process could not have proceeded this far – over the past two years – if key stakeholders were not an essential part of the process, if collaboration and respect were not an essential feature of our planning.

Further, the Pittsfield School Board has approved the formation of an Advisory Council of that includes representatives of key constituent groups as well as community leaders. The Council will meet regularly over the course of the SIG project to (1) provide feedback and guidance relative to SIG activities, and (2) support PMHS students in out-of-school learning. Current members of the Advisory Council are identified on pages 13-14 of this grant application.

10) Describe the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.

(a) Pittsfield Middle High School was served by an interim principal during the 2009-2010 school year. The district organized a search process in January which culminated in the election of the new principal by the Pittsfield School Board in early March. The principal search team included the following members:

- Rick Anthony – Teacher, Unified Arts Department Chair, PBIS Universal Team Chair, Parent, Alumnus
- Kiza Armour – Teacher, Science Department Chair, Co-Chair of NEAS&C Steering Committee, President of Education Association of Pittsfield (Local NEA Affiliate)
- Anne Banks – Special Education Teacher Assistant
- Leslie Bergevin – Guidance Director
- Tobi Chassie – Student Services Director, Alumnus
- John Freeman – Superintendent of Schools
- Alissa Heppler – Teacher, Social Studies Department Chair
- Nicole Manteau – Parent
- Brendon Norton - Student
- Mary Paradise – School Board Chair, Parent
- Pat Payne – Administrative Assistant
- Aisha Pereira – Student
- Carin Plante – Teacher, English Department Chair

- Linda Schou – Teacher, Middle School Team Leader
- Lois Stevens – Student Services Coordinator (with duties of assistant principal)
- Joan Tyrell – Parent
- Sheila Ward – Teacher, Parent
- Mike Wolfe – School Board Member, Alumnus
- Kelsey Wrye – Student

The selection process began with an articulation of the desired qualities of the new principal. The most important qualities, as expressed by the team, included openness to new ideas, small school experience, oriented toward community partnerships for education, advocacy for students and staff, a passion for education, creative, a hands-on leader, interest in being visible at student events, facilitation skills, interested in leading a school redesign process, and inspiring. Other qualities included skill in problem solving, strong on follow-through, integrity, and others. In its deliberations, the search committee strongly expressed a desire for a change in leadership style when compared with the previous school principals. The search team made it clear that the team was seeking a principal who would lead the school into an era of transformation.

The process included a review of resumes and other application materials. Each team member had the opportunity to review the materials submitted by the sixteen viable candidates of the twenty-two candidates who had expressed interest. The viable candidates had met all the requirements in terms of timeline and submission of required materials. Each reviewed identified and rated the top five candidates; at the conclusion of this step in the process, four candidates were identified as clearly standing above the others in attractiveness as the new principal. The four were invited to interview; one declined and three candidates participated in the initial interview with the team.

Each candidate was asked the following core questions, with follow-up and clarifying questions also posed as team members sought to fully understand teach of the candidates:

- Tell us a little about yourself and your educational philosophy.
- Why are you interested in becoming the principal of this dynamic learning community?
- What are the most important characteristics of an effective school?
- How will you establish and follow through with priorities for our school?
- What do you see as the major roles of the principal, and how have your past experiences prepared you to fill these at PMHS? What do you see as the essential qualities needed as principal in a small school?
- A need that we have recognized is in the area of curriculum and competency development; how could you facilitate this process?
- What do you consider examples of good instructional practice, and how would you handle a teaching issue that needs attention?
- How will you motivate and support teachers as they try new ideas?
- How would you develop a team environment with your staff? With the students? With the parents and community?
- Describe how you resolved a challenging conflict among students, staff, parents, and/or the community? How do you handle conflict?
- What do you consider your strengths as a principal? What are some professional skills that you are developing and how are you accomplishing them?
- What is your philosophy of discipline? What experience or knowledge of PBIS do you have? How would you apply your philosophy to a situation when a student came to you complaining about regular harassment that has been unresolved despite being reported?
- How would you ensure the security and safety of every student and staff member in the building while maintaining consistency and fairness?
- As principal, how could you create a culture of academic excellence within the school and community, and how have you gone about that in the past? What is your experience of knowledge of high school redesign?
- Tells us about your knowledge, experience, and skills with developing and working with challenging budgets. Please tell us about a competitive grant that you were involved with and/or your experience with accessing resources outside the school.

- What is your vision for the first day of school? What would your priorities be? How will you incorporate yourself into the school community and get to know our students?

Of the three candidates who participated in interviews, two were selected as finalist candidates. Both candidates offered experience in transformational leadership with a strong focus on leading and supporting teachers to develop teaching skills, demonstrating decisive leadership for positive school change, and had helped their then-current schools through change that has resulted in improved achievement and a more personalized school environment.

Each of the two finalist candidates spent a half day at PMHS, engaging in discussions with students and staff members; those who spoke with the candidates offered their feedback to members of the selection team. In addition, a visiting sub-team from the selection team spent a half day at each of the candidates' schools. They interviewed students and staff as well as toured the schools to learn more about the work and impact of each candidate. Further, the superintendent of schools engaged in extended conversations with each of the candidates to ensure that each understood the status of the school and the need for transformation.

Following these latter two steps and a reference check conducted by the superintendent of schools, the selection team reconvened and tentatively identified a single finalist candidate. This candidate was invited back to the school to speak once again with the team. Following this second meeting, the team was comfortable in recommending this candidate to the school board with the team's consensus support. Following an interview with the school board, the recommended finalist candidate was appointed to the position of principal.

Importantly, the eventual finalist candidate demonstrated his successful experience with course competencies, competency-based assessments, alignment of curriculum to state standards, extended learning opportunities, student discipline and behavior management, and school improvement in general. It was these experiences, along with personal qualities recognized by students, parents, and staff, that resulted in the successful election of our now-principal at Pittsfield Middle High School.

The search team was clear in its desire to recommend a transformational leader. This was evident in their conversations and their articulation of desired experiences and qualities of the new school leader. However, the desire for a transformational leader is most strongly evidenced by the team's selection. The recommended candidate is a person who had engendered change in both individuals and his previous school. He is a leader who had a demonstrated ability to motivate and improve morale with the result being improved performance. He is respected as a role model to be emulated by other educators. He supported the acceptance of personal responsibility for actions, both positive and negative. In the end, the search team was satisfied that it had enough information about the candidates – through review of a range of data – to be certain that the chosen leader would work to transform the school.

(b) The LEA will be implementing the Transformation Model, not the Restart Model.

11) Describe 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.

As noted in #4 and #9 above, the school community has been involved in discussions regarding needs, school redesign, and SIG throughout the process. The school community is committed to eliminating barriers and to change practices and policies that prevent high levels of academic achievement.

Title I 1003(g) School Improvement Grant Action Plan

(Please complete one per school)

Pittsfield Middle School

Goals:

1. **By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measure.**

2. **By June 2013, all members of the Pittsfield School community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.**

3. **By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.**

Strategy: **Transformation Model**

Proposed Activities for 2010-2011	**Resources**	**Timeline**	**Oversight**	**Monitoring (Implementation)**	**Monitoring (Effectiveness)**	**Title I School Improvement Funds**
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?	*What existing and/ or new resources will be used to accomplish the activity?*	*When will this activity begin and and?*	*Who will take primary responsibility/ Leadership? Who also needs to be involved?*	*What evidence will be collected to document implementation? How often and by whom?*	*What evidence will be collected assess effectiveness? How often and by whom?*	*Include amount to be allocated to this activity if Applicable. Provide the requested detail on the Budget Narrative Form.*
Goal #1: By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measure.						
a. Assessment To continue to use NWEA MAP as a consistent source of student achievement data in grades seven and eight; data will be utilized to adjust large-group instruction and to personalize interventions for struggling students	local resources SIG resources	September 2010 to June 2011	Principal, Intervention Team, Educational Leadership Team	Evidence of implementation will be monitored and data from each administration will be collected and utilized by both the Intervention Team and Middle School Team; both Teams will be monitored by the principal	Evidence of effectiveness will be collected by the Intervention Team and Middle School Team; effectiveness will be determined by use of data, expected progress in NWEA MAP results, and increases in NECAP scores, reflecting identified benchmarks	$1,535
b. Assessment To support the development of curriculum-based, standards-oriented quarterly assessments, teachers and departments will develop quarterly assessments to support instructional decision-making and instructional adjustments as a result of large-group and individual student needs; WestEd will pr-	SIG resources	October 2010 to June 2011	Principal, Educational Leadership Team	Evidence of implementation will be comprised of the assessment protocols developed by teaches and teams	Evidence of effectiveness will be will be collected by the principal on a quarterly basis; effectiveness will be determined by use of data and increases in NECAP scores reflecting identified benchmarks	$45,000 (for this and all WestEd components listed below)

vide guidance and support						
c. Curriculum Mapping To ensure a consistent curriculum aligned with state curriculum standards, to provide a structure for curriculum monitoring and analysis, and to provide a vehicle for communicating the school's curriculum to parents and community members, curriculum mapping utilizing the *Atlas Rubicon* web-based system begun in fall 2009 will continue; teachers and teams will receive stipends for entering data at a time convenient to individuals	SIG resources	August 2010 to July 2011	Principal	Evidence of implementation will include review and monitoring of *Atlas Rubicon* by school administration and conference participation with strategy recommendations made to District Leadership Team and School Board	Evidence of effectiveness will collected semi-annually by the principal and shared with the Educational Leadership Team; effectiveness will be determined by the completion of all units by the end of the SIG period	$2,700
d. Data Integration and Support To ensure the effective use of data for improvement of instruction and personalization of learning, to support the ongoing monitoring of all students, to organize data for teacher and team use, the current Data Team will expand its work to the middle School and support data-driven instructional decisions by core teams; further, the team will be supported by an expert authority external to the district; finally, the Team, in collaboration with teachers and teams, will establish a system of *early warning signs* for struggling students that will ensure the continued use of data beyond the life of SIG	SIG resources local resources	August 2010 to June 2011	Principal	Evidence of implementation will include minutes of the Intervention Team meetings with teachers and teams and the development of the *early warning system* by June 2011	Evidence of effectiveness will include the use of data to address student learning needs as documented through team meeting minutes and annual increases in NECAP scores reflecting progress toward benchmarks	$53,768
e. Differentiated Instruction Strategies To provide opportunities for teachers to reflect on their teaching and to consider strategies for optimizing learning for all students, five teachers will participate in a course entitled *Differentiated Instruction / Intentional Teaching* to be taught by two Plymouth State University professors who are expert in this field; the course will be offered onside during the summer school vacation	SIG resources	July to August 2010	Director of Student Services	Evidence of implementation will be supported by the completion of the course and submission of course grades for participants	Evidence of effectiveness will include both self-reporting at mid-year in a follow-up survey and annual increases in NECAP scores reflecting progress toward benchmarks	$7,062
f. Evaluation of Teaches and Administrators To develop systems of evaluation that update the current 1981 system and that re-	SIG resources	August 2010 to June 2011	Superintendent of Schools	Evidence of implementation will be supported by the draft evaluation systems and the piloting of the systems	Evidence of effectiveness will include the successful piloting of and adjustments to systems to permit readiness for implementa-	*see c above for WestEd

flect the conditions of this grant, WestEd consultants will work with the District Leadership Team to develop and pilot new evaluation systems					tion in 2011-2012	
h. Increased Learning Time To expand learning opportunities for all students, the school library will be open after school hours, a late bus will be provided to allow for students to receive academic support and to engage in extracurricular activities, and the principal will engage the school faculty in research and planning to consider additional options and to develop additional recommendations for additional increases to learning time	SIG and local resources	August 2010 to June 2011	Principal	Evidence of implementation will be comprised of scheduling activities as noted and recommendations made to the school board for increasing learning time for students	Evidence of effectiveness will eventually include annual increases in NECAP scores	$22,138
i. Instructional Strategies and Practices To support staff in the refinement of effective instructional strategies, to support district-adopted learning principles across all levels, and to provide faculty with common language for conversations around teaching and learning, WestEd consultants will support the establishment of baseline data relative to instructional practices, assist the faculty in identifying a limited number of instructional strategy goals for the year, and will provide targeted professsional development to support teacher learning and practice	SIG resources	August 2010 to June 2011	Administrative Leaership Team, Educational Leadership Team, faculty	Evidence of implementation will include baseline observational data across all classrooms, documentation of priorities, and increase in utilization of effective strategies through observations	Evidence of effectiveness will include both an increase in utilization of effective strateties and annual increases in NECAP scores reflecting progress toward benchmarks	*see c above for WestEd
j. Interventions To strengthen achievement of below-level and struggling students, a system of interventions will be developed for middle school students to include increased time for learning and alternative resources, specifically technology-based resources, that will support a closing of the achievement gap as well as appropriate learning materials	SIG resources	August 2010 to June 2011	Principal, Intervention Team, Educational Leadership Team	Evidence of Implementation will include recommendations to the School Board and faculty relative to a range of intervenetions for below-level and struggling students	Evidence of effectiveness will include an eventual implementtation of a program of options for intervention and eventual annual increases in NECAP scores reflecting progress toward benchmarks	$12,000
k. Job Descriptions To clearly define expectations for teachers and administrators, consultants from WestEd will work with the District Leader-	SIG resources	August 2010 to June 2011	Superintendent and District Leadership Team	Evidence of implementation will be comprised of teacher and administrator job descriptions recommended to	Evidence of effectiveness will include adoption of the job descriptions by the School Board	*see c above for WestEd

ship Team to develop meaningful and complete job descriptions for teachers and administrators; this strategy will be addressed in concert with evaluation systems development				and adopted by the School Board		
l. Literacy Coaching To support school leadership actions relative to literacy, to provide an analysis of the school's literacy program, to support teachers through professional development relative to reading and writing in content areas, motivation, and best practices in literacy, a literacy coach will provide bi-weekly on-site support	SIG resources	August 2010 to June 2011	Principal and Literacy Coordinator	Evidence of implementation will include evidence of consultation, documentation of curriculum analysis, and schedule of implemented professional development activities.	Evidence of effectiveness will include achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$18,328
m. Mathematics Coaching To support school leadership actions relative to mathematics, and to support mathematics and science teachers through professional development, a mathematics coach will provide bi-weekly on-site support	SIG resources	August 2010 to June 2011	Principal	Evidence of implementation will include evidence of consultation and schedule of implemented professional development	Evidence of effectiveness will include achievement of expected levels of master in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$15,000
n. Performance Assessment To ensure meaningful assessment of authentic student work, the school staff will develop performance tasks linked to state standards and school competencies through collaboration with same-subject colleagues in other school districts as members of the *New England Consortium for Personalization and Performance Assessment*, organized by the Center for Secondary School Redesign (CSSR) with funding anticipated through an i3 grant; funding to provide for teacher participation in summer institute	SIG resources i3 grant	September 2010 to July 2011	Principal	Evidence of implementation includes documentation of assessments to be developed and active participation in the summer institute	Evidence of effectiveness will include achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$55,000 (for this and other CSSR components listed below
o. Project Assessment To ensure a high level of project monitoring and ongoing assessment, an external facilitator will conduct a project assessment in collaboration with the District Leadership Team	SIG resources	January and June 2011	Superintendent	Evidence of implementation will be the production of a report that will be presented to the School Board two times per year	Evidence of effectiveness will include project modification as indicated by the ongoing assessments	$12,500
p. Project Coordination	SIG resources	July 2010 to June	Superintendent	Evidence of implementation	Evidence of effectiveness will	$4,670

To support coordination of the project, especially coordination of the work of service providers and project assessment		2011		will include agendas and notes of meetings and conferences	include feedback on project effectiveness	
q. *Project Renew* To support the needs of struggling and challenging students, the Center on Disabilities of the University of New Hampshire will provide training and technical assistance for staff members for *RENEW*, a proven approach that will support needy students	Department of Education grant	August to June 2011	Director of Student Services	Evidence of implementation will include training and support being schedule and carried out	Evidence of effectiveness will include continued growth of targeted students, achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis, and continued progress toward goal as indicated by continuous improvement on anual NECAP scores toward benchmarks	$0
r. School Visits To provide faculty the opportunity to learn about successful strategies from other schools, teams will visit successful New Hampshire and regional schools as well as charter and alternative schools in the Northeast as may be recommended by CSSR and other sources; students and parents may also be included in visits	SIG resources local resources	October 2010 to June 2011	Principal	Evidence of implementation will include scheduling of school visits and reporting out on visits to Educational Leadership Team	Evidence of effectiveness will include recommendations and implementation of strategies in support of goal	$4,000
s. Secondary School Redesign To personalize the school experience, to support greater levels of student engagement, and to support high levels of achievement relative to this goal, the school faculty and staff will continue its collaboration with the CSSR in school change coaching, revising the advisory program, work with student to develop personal plans for progress, support the development of student-led conferences for all, support the development of a site council that gives greater voice to students and faculty, supports the development of teacher professional learning communities using the weekly late-start schedule, support the development of peer-supported professional development through the use of daily common planning time for teams, support the implementation of project-based learning, and support the implementation of performance assessment through ongoing coaching	SIG resources	July 2010 to June 2011	Principal	Evidence of implementation will include an upgraded advisory program, individual personal plans, implementation of student-led conferences, operation of the new site council, productive use of professional learning community time and common planning time through review of meeting minutes, and implementation of projects for project-based learning and performance assessment	Evidence of effectiveness will include achievement of expected levels of master in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by contenuous improvement on annual NECAP scores toward benchmarks	*see above for CSSR

and consultation as well as two summer institutes for teachers						
t. Schedule and Staffing Redesign To personalize instruction, to allow time for faculty professional development, to accommodate greater collaboration in planning, and to provide time for data analysis and use in instructional planning, teachers will be organized into core academic teams that assume responsibility for two grades of students each, late-start Wednesdays will allow for weekly faculty development time, and teams will be provided with daily common planning time	local resources	August 2010 to June 2011	Principal	Evidence of implementation will be the revised schedule	Evidence of effectiveness will include self-reporting by teachers and teams as well as achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$0
u. Technology To support educational achievement of all students, to access interventions for below-level and struggling students, to more fully engage all students, the district's new technology plan will be partially supported by SIG resources; provide support for technology through addition of technology technician	SIG resources and local resources	July 2010 to June 2011	Principal and District Technology Team	Evidence of implementation will include purchase of technology as recommended in district's new technology plan to be developed in 2010-2011	Evidence of effectiveness will include individual progress of below-level and struggling students as well as general population in achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$15,900
v. Transitions To support all students in making transitions between the elementary school and middle school and between the middle school and high school, middle school faculty will collaborate with colleagues at the elementary and high schools to develop strategies and actions to ease transitions and support student success in making transitions	local resources	January 2010 to June 2011	Principal and Educational Leadership Team	Evidence of implementation will include a revised schedule of activities	Evidence of effectiveness will include follow-up surveys and discussions with student during advisory meetings	$0
Goal #2: By June 2013, all members of the Pittsfield School community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.						
a. Bullying Prevention To establish baseline relative to bullying and student safety and to provide professsional development to prevent bullying, Consultant Stan Davis will administer survey to all students, provide the staff with an analysis of the data collected, and pro-	SIG resources	August 2010 to June 2011	Superintendent	Evidence of implementation will include survey data and scheduled professional development	Evidence of effectiveness will be determined by improvement in school culture and climate as measured by Davis survey over time and annual Main Street Academix survey	$4,750

vide professional development in concert with the PBIS Universal Team and Main Street Academix						
b. *Courage to Teach* Retreat To support the development of a climate characterized by a sense of belonging and safety for all, including adults; to provide teaches with support through a significant change process with time for guided reflection and renewal; and to promote academic and social excellence through the strengthening of community, a number of teachers will engage in a two-year program of quarterly retreats conducted by the *New Hampshire Courage and Renewal* initiative	SIG resources local resources	September 2010 to June 2011	Superintendent	Evidence of implementation will include scheduling of and teacher participation in the retreats	Evidence of effectiveness will include self-reporting relative to the retreat program as well as improvement in school culture and climate as measured by the annual Main Street Academix survey	$5,000
c. Extra-Curricular Activities To engage students in the school community, the program of extra-curricular activities will be expanded to include ten new activities based on a survey of student interests	SIG resources	August 2010 to June 2011	Principal	Evidence of implementation will include a list of new offerings based on student survey	Evidence of effectiveness will include a tally of student participation in extra-curricular activeties compared with 2009-2010, the baseline year	$7,500
d. Parent Involvement To increase parent involvement, a Parent Involvement Task Force will be formed to research and recommend strategies for increasing involvement	local resources	August 2010 to June 2011	Principal and Educational Leadership Team	Evidence of implementation will include meeting minutes and recommendations made to the Educational Leadership Team	Evidence of effectiveness will include a tally of involvement of parents in newly-created activities as well as improvement in school culture as measured by the annual Main Street Academix survey	$0
e. *PBIS* Program Support and Renewal To strengthen newly-developed *Positive Behavioral Interventions and Supports* (PBIS) program, a consultant from NH-CEBIS will engage with the PBIS Universal Team, The Institute on Disability of the University of New Hamphsire will engage with the Targeted Team, and Strafford Learning Center will engage with the Intensive Team to provide training and coaching that will result in adjustment to systems and practices for greater program effecitiveness	SIG resources	August 2010 to June 2011	Principal and PBIS Universal and Targeted Teams	Evidence of implementation will include meeting minutes and adjustments to systems that will support a positive school climate and effective disciplinary interventions	Evidence of effectiveness will include self-reporting by Teams as well as improvement in school culture as measured by the annual Main Street Academix survey	$18,105
f. Project Assessment	*see 1 o above					

g. Project Coordination	*see 1p above					
h. School Climate and Learning To support the development of student leadership, to strengthen student voice, and to support the development of a positive and productive school climate, Main Street Academix will continue to develop a program approach begun in the current school year developing student leadership through involvement in the Student Leadership Team, provide for student participation in the annual Teen Summit collaboration with other high schools, strengthen the advisor role through professional development for adult mentors, establish a *design team* to develop and connect with current and new systems for decision-making, allow for the participation of the design team in the annual *Summer Institute*, link this project with existing systems, support development of student projects to improve school climate, provide professional development for all staff coordinated with the Stan Davis anti-bullying component, and collect data relative to school culture and climate on an ongoing basis	SIG resources	July 2010 to June 2011	Principal, Guidance Director, Educational Leadership Team	Evidence of implementation will include documentation of services outlined here and the active participation of students and staff as outlined	Evidence of effectiveness will be an improvement in school culture as measured by the annual Main Street Academix survey	$14,000
i. Social Worker To strengthen supports for students and families in taking advantage of school offerings and services available in the community, a part-time social worker will provide intermediary and support services for students and families	SIG resources	August 2010 to June 2011	Principal and Director of Student Services	Evidence of implementation will be the employment of a social worker as outlined here	Evidence of effectiveness will include involvement of students and families verified by the social worker's log and individual improvement based on individual factors, such as school attendance, etc.	$23,689

Goal #3: By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.

a. College and Career Explorations To raise awareness of options for graduates, a college and career awareness course will be piloted in the middle school	n/a	August 2010 to June 2011	Principal and Guidance Director	Evidence of implementation will be course enrollment data	Evidence of effectiveness will be student self assessment	$0
f. Project Assessment	*see 1o above					
g. Project Coordination	* see 1p above					

h. Service Learning To provide opportunity for career explorations and to support an ethic of responsibility, the current service learning graduation requirement will be strengthened	local resources	August 2010 to June 2011	Principal and Guidance Director	Evidence of implementation will include revision to the current requirement approved by the school board	Evidence of effectiveness will include self-reporting and a comparison of projects with baseline years of 2007-2010	$0
Indirect Costs						$1,713

Title I 1003(g) School Improvement Grant Action Plan

(Please complete one per school)

Pittsfield High School

Goals:

1. **By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measure.**

4. **By June 2013, all members of the Pittsfield School community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.**

5. **By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.**

Strategy: **Transformation Model**

Proposed Activities for 2010-2011	**Resources**	**Timeline**	**Oversight**	**Monitoring (Implementation)**	**Monitoring (Effectiveness)**	**Title I School Improvement Funds**
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?	*What existing and/ or new resources will be used to accomplish the activity?*	*When will this activity begin and and?*	*Who will take primary responsibility/ Leadership? Who also needs to be involved?*	*What evidence will be collected to document implementation? How often and by whom?*	*What evidence will be collected assess effectiveness? How often and by whom?*	*Include amount to be allocated to this activity if Applicable. Provide the requested detail on the Budget Narrative Form.*
Goal #1: By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measure.						
a. Assessment To continue to use NWEA MAP as a consistent source of student achievement data in grades seven and eight; data will be utilized to adjust large-group instruction and to personalize interventions for struggling students	local resources SIG resources	September 2010 to June 2011	Principal, Intervention Team, Educational Leadership Team	Evidence of implementation will be monitored and data from each administration will be collected and utilized by both the Intervention Team and Middle School Team; both Teams will be monitored by the principal	Evidence of effectiveness will be collected by the Intervention Team and Middle School Team; effectiveness will be determined by use of data, expected progress in NWEA MAP results, and increases in NECAP scores, reflecting identified benchmarks	$1,535
b. Assessment To support the development of curriculum-based, standards-oriented quarterly assessments, teachers and departments will develop quarterly assessments to support instructional decision-making and instructional adjustments as a result of large-group and individual student needs; WestEd will pr-	SIG resources	October 2010 to June 2011	Principal, Educational Leadership Team	Evidence of implementation will be comprised of the assessment protocols developed by teaches and teams	Evidence of effectiveness will be will be collected by the principal on a quarterly basis; effectiveness will be determined by use of data and increases in NECAP scores reflecting identified benchmarks	$27,355 (for this and all WestEd components listed below)

vide guidance and support						
c. Curriculum Mapping To ensure a consistent curriculum aligned with state curriculum standards, to provide a structure for curriculum monitoring and analysis, and to provide a vehicle for communicating the school's curriculum to parents and community members, curriculum mapping utilizing the *Atlas Rubicon* web-based system begun in fall 2009 will continue; teachers and teams will receive stipends for entering data at a time convenient to individuals	SIG resources	August 2010 to July 2011	Principal	Evidence of implementation will include review and monitoring of *Atlas Rubicon* by school administration and conference participation with strategy recommendations made to District Leadership Team and School Board	Evidence of effectiveness will collected semi-annually by the principal and shared with the Educational Leadership Team; effectiveness will be determined by the completion of all units by the end of the SIG period	$2,700
d. Data Integration and Support To ensure the effective use of data for improvement of instruction and personalization of learning, to support the ongoing monitoring of all students, to organize data for teacher and team use, the current Data Team will expand its work to the middle School and support data-driven instructional decisions by core teams; further, the team will be supported by an expert authority external to the district; finally, the Team, in collaboration with teachers and teams, will establish a system of *early warning signs* for struggling students that will ensure the continued use of data beyond the life of SIG	SIG resources local resources	August 2010 to June 2011	Principal	Evidence of implementation will include minutes of the Intervention Team meetings with teachers and teams and the development of the *early warning system* by June 2011	Evidence of effectiveness will include the use of data to address student learning needs as documented through team meeting minutes and annual increases in NECAP scores reflecting progress toward benchmarks	$53,768
e. Differentiated Instruction Strategies To provide opportunities for teachers to reflect on their teaching and to consider strategies for optimizing learning for all students, five teachers will participate in a course entitled *Differentiated Instruction / Intentional Teaching* to be taught by two Plymouth State University professors who are expert in this field; the course will be offered onside during the summer school vacation	SIG resources	July to August 2010	Director of Student Services	Evidence of implementation will be supported by the completion of the course and submission of course grades for participants	Evidence of effectiveness will include both self-reporting at mid-year in a follow-up survey and annual increases in NECAP scores reflecting progress toward benchmarks	$7,062
f. Evaluation of Teaches and Administrators To develop systems of evaluation that update the current 1981 system and that re-	SIG resources	August 2010 to June 2011	Superintendent of Schools	Evidence of implementation will be supported by the draft evaluation systems and the piloting of the systems	Evidence of effectiveness will include the successful piloting of and adjustments to systems to permit readiness for implementa-	*see c above for WestEd

flect the conditions of this grant, WestEd consultants will work with the District Leadership Team to develop and pilot new evaluation systems					tion in 2011-2012	
g. Extended Learning Opportunities / Utilization of Community Resources To engage students in use of community resources, raise an awareness of community issues, and strengthen the relevance of science learning, the science teachers will continue to work with the New Hampshire Education and the Environment Team within the school district t provide for rich science experiences within the town	local resources SIG resources	August 2010 to June 2011	Principal	Evidence of implementation will be enrollment of students in ELO projects	Evidence of effectiveness will include student results on annual NWEA MAP assessments and NECAP scores	$40,123
h. Increased Learning Time To expand learning opportunities for all students, the school library will be open after school hours, a late bus will be provided to allow for students to receive academic support and to engage in extracurricular activities, and the principal will engage the school faculty in research and planning to consider additional options and to develop additional recommendations for additional increases to learning time	SIG and local resources	August 2010 to June 2011	Principal	Evidence of implementation will be comprised of scheduling activities as noted and recommendations made to the school board for increasing learning time for students	Evidence of effectiveness will eventually include annual increases in NECAP scores	$22,138
i. Instructional Strategies and Practices To support staff in the refinement of effective instructional strategies, to support district-adopted learning principles across all levels, and to provide faculty with common language for conversations around teaching and learning, WestEd consultants will support the establishment of baseline data relative to instructional practices, assist the faculty in identifying a limited number of instructional strategy goals for the year, and will provide targeted professsional development to support teacher learning and practice	SIG resources	August 2010 to June 2011	Administrative Leaership Team, Educational Leadership Team, faculty	Evidence of implementation will include baseline observational data across all classrooms, documentation of priorities, and increase in utilization of effective strategies through observations	Evidence of effectiveness will include both an increase in utilization of effective strateties and annual increases in NECAP scores reflecting progress toward benchmarks	*see c above for WestEd
j. Interventions To strengthen achievement of below-level	SIG resources	August 2010 to June 2011	Principal, Intervention Team, Educa-	Evidence of Implementation will include recommendations	Evidence of effectiveness will include an eventual implement-	$2,000

and struggling students, a system of interventions will be developed for middle school students to include increased time for learning and alternative resources, specifically technology-based resources, that will support a closing of the achievement gap as well as appropriate learning materials			tional Leadership Team	to the School Board and faculty relative to a range of interventions for below-level and struggling students	tation of a program of options for intervention and eventual annual increases in NECAP scores reflecting progress toward benchmarks	
k. Job Descriptions To clearly define expectations for teachers and administrators, consultants from WestEd will work with the District Leadership Team to develop meaningful and complete job descriptions for teachers and administrators; this strategy will be addressed in concert with evaluation systems development	SIG resources	August 2010 to June 2011	Superintendent and District Leadership Team	Evidence of implementation will be comprised of teacher and administrator job descriptions recommended to and adopted by the School Board	Evidence of effectiveness will include adoption of the job descriptions by the School Board	*see c above for WestEd
l. Literacy Coaching To support school leadership actions relative to literacy, to provide an analysis of the school's literacy program, to support teachers through professional development relative to reading and writing in content areas, motivation, and best practices in literacy, a literacy coach will provide bi-weekly on-site support	SIG resources	August 2010 to June 2011	Principal and Literacy Coordinator	Evidence of implementation will include evidence of consultation, documentation of curriculum analysis, and schedule of implemented professional development activities.	Evidence of effectiveness will include achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$16,500
m. Mathematics Coaching To support school leadership actions relative to mathematics, and to support mathematics and science teachers through professional development, a mathematics coach will provide bi-weekly on-site support	SIG resources	August 2010 to June 2011	Principal	Evidence of implementation will include evidence of consultation and schedule of implemented professional development	Evidence of effectiveness will include achievement of expected levels of master in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$12,000
n. Performance Assessment To ensure meaningful assessment of authentic student work, the school staff will develop performance tasks linked to state standards and school competencies through collaboration with same-subject colleagues in other school districts as members of the *New England Consortium for Personalization and Performance Assessment*, organized by the Center for Secondary School Redesign (CSSR) with funding anti-	SIG resources i3 grant	September 2010 to July 2011	Principal	Evidence of implementation includes documentation of assessments to be developed and active participation in the summer institute	Evidence of effectiveness will include achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by contenuous improvement on annual NECAP scores toward benchmarks	$55,000 (for this and other CSSR components listed below

cipated through an i3 grant; funding to provide for teacher participation in summer institute						
o. Project Assessment To ensure a high level of project monitoring and ongoing assessment, an external facilitator will conduct a project assessment in collaboration with the District Leadership Team	SIG resources	January and June 2011	Superintendent	Evidence of implementation will be the production of a report that will be presented to the School Board two times per year	Evidence of effectiveness will include project modification as indicated by the ongoing assessments	$12,500
p. Project Coordination To support coordination of the project, esecially coordination of the work of service providers and project assessment	SIG resources	July 2010 to June 2011	Superintendent	Evidence of implementation will include agendas and notes of meetings and conferences	Evidence of effectiveness will include feedback on project effectiveness	$4,670
q. *Project Renew* To support the needs of struggling and challenging students, the Center on Disabilities of the University of New Hampshire will provide training and technical assistance for staff members for *RENEW*, a proven approach that will support needy students	Department of Education grant	August to June 2011	Director of Student Services	Evidence of implementation will include training and support being schedule and carried out	Evidence of effectiveness will include continued growth of targeted students, achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis, and continued progress toward goal as indicated by continuous improvement on anual NECAP scores toward benchmarks	$0
r. School Visits To provide faculty the opportunity to learn about successful strategies from other schools, teams will visit successful New Hampshire and regional schools as well as charter and alternative schools in the Northeast as may be recommended by CSSR and other sources; students and parents may also be included in visits	SIG resources local resources	October 2010 to June 2011	Principal	Evidence of implementation will include scheduling of school visits and reporting out on visits to Educational Leadership Team	Evidence of effectiveness will include recommendations and implementation of strategies in support of goal	$4,000
s. Secondary School Redesign To personalize the school experience, to support greater levels of student engagement, and to support high levels of achievement relative to this goal, the school faculty and staff will continue its collaboration with the CSSR in school change coaching, revising the advisory program, work with student to develop personal plans for progress, support the development of stu-	SIG resources	July 2010 to June 2011	Principal	Evidence of implementation will include an upgraded advisory program, individual personal plans, implementation of student-led conferences, operation of the new site council, productive use of professional learning community time and common planning time through review of meeting minutes, and	Evidence of effectiveness will include achievement of expected levels of master in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by contenuous improvement on annual NECAP scores toward benchmarks	*see above for CSSR

dent-led conferences for all, support the development of a site council that gives greater voice to students and faculty, supports the development of teacher professional learning communities using the weekly late-start schedule, support the development of peer-supported professional development through the use of daily common planning time for teams, support the implementation of project-based learning, and support the implementation of performance assessment through ongoing coaching and consultation as well as two summer institutes for teachers				implementation of projects for project-based learning and performance assessment		
t. Schedule and Staffing Redesign To personalize instruction, to allow time for faculty professional development, to accommodate greater collaboration in planning, and to provide time for data analysis and use in instructional planning, teachers will be organized into core academic teams that assume responsibility for two grades of students each, late-start Wednesdays will allow for weekly faculty development time, and teams will be provided with daily common planning time	local resources	August 2010 to June 2011	Principal	Evidence of implementation will be the revised schedule	Evidence of effectiveness will include self-reporting by teachers and teams as well as achievement of expected levels of mastery in NWEA MAP assessments on semi-annual basis and continued progress toward goal as indicated by continuous improvement on annual NECAP scores toward benchmarks	$0
u. Technology	n/a					
v. Transitions To support all students in making transitions between the elementary school and middle school and between the middle school and high school, middle school faculty will collaborate with colleagues at the elementary and high schools to develop strategies and actions to ease transitions and support student success in making transitions	local resources	January 2010 to June 2011	Principal and Educational Leadership Team	Evidence of implementation will include a revised schedule of activities	Evidence of effectiveness will include follow-up surveys and discussions with student during advisory meetings	$0

Goal #2: By June 2013, all members of the Pittsfield School community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.

a. Bullying Prevention To establish baseline relative to bullying and student safety and to provide professional development to prevent bullying,	SIG resources	August 2010 to June 2011	Superintendent	Evidence of implementation will include survey data and scheduled professional development	Evidence of effectiveness will be determined by improvement in school culture and climate as measured by Davis survey over	$4,750

Consultant Stan Davis will administer survey to all students, provide the staff with an analysis of the data collected, and provide professional development in concert with the PBIS Universal Team and Main Street Academix					time and annual Main Street Academix survey	
b. *Courage to Teach* Retreat To support the development of a climate characterized by a sense of belonging and safety for all, including adults; to provide teaches with support through a significant change process with time for guided reflection and renewal; and to promote academic and social excellence through the strengthening of community, a number of teachers will engage in a two-year program of quarterly retreats conducted by the *New Hampshire Courage and Renewal* initiative	SIG resources local resources	September 2010 to June 2011	Superintendent	Evidence of implementation will include scheduling of and teacher participation in the retreats	Evidence of effectiveness will include self-reporting relative to the retreat program as well as improvement in school culture and climate as measured by the annual Main Street Academix survey	$5,000
c. Extra-Curricular Activities To engage students in the school community, the program of extra-curricular activities will be expanded to include ten new activities based on a survey of student interests	SIG resources	August 2010 to June 2011	Principal	Evidence of implementation will include a list of new offerings based on student survey	Evidence of effectiveness will include a tally of student participation in extra-curricular activities compared with 2009-2010, the baseline year	$7,500
d. Parent Involvement To increase parent involvement, a Parent Involvement Task Force will be formed to research and recommend strategies for increasing involvement	local resources	August 2010 to June 2011	Principal and Educational Leadership Team	Evidence of implementation will include meeting minutes and recommendations made to the Educational Leadership Team	Evidence of effectiveness will include a tally of involvement of parents in newly-created activities as well as improvement in school culture as measured by the annual Main Street Academix survey	$0
e. *PBIS* Program Support and Renewal To strengthen newly-developed *Positive Behavioral Interventions and Supports* (PBIS) program, a consultant from NH-CEBIS will engage with the PBIS Universal Team, The Institute on Disability of the University of New Hamphsire will engage with the Targeted Team, and Strafford Learning Center will engage with the Intensive Team to provide training and coaching that will result in adjustment to systems and practices for greater program effecitiveness	SIG resources	August 2010 to June 2011	Principal and PBIS Universal and Targeted Teams	Evidence of implementation will include meeting minutes and adjustments to systems that will support a positive school climate and effective disciplinary interventions	Evidence of effectiveness will include self-reporting by Teams as well as improvement in school culture as measured by the annual Main Street Academix survey	$18,105

f. Project Assessment	*see 1 o above					
g. Project Coordination	*see 1p above					
h. School Climate and Learning To support the development of student leadership, to strengthen student voice, and to support the development of a positive and productive school climate, Main Street Academix will continue to develop a program approach begun in the current school year developing student leadership through involvement in the Student Leadership Team, provide for student participation in the annual Teen Summit collaboration with other high schools, strengthen the advisor role through professional development for adult mentors, establish a *design team* to develop and connect with current and new systems for decision-making, allow for the participation of the design team in the annual *Summer Institute*, link this project with existing systems, support development of student projects to improve school climate, provide professional development for all staff coordinated with the Stan Davis anti-bullying component, and collect data relative to school culture and climate on an ongoing basis	SIG resources	July 2010 to June 2011	Principal, Guidance Director, Educational Leadership Team	Evidence of implementation will include documentation of services outlined here and the active participation of students and staff as outlined	Evidence of effectiveness will be an improvement in school culture as measured by the annual Main Street Academix survey	$14,000
i. Social Worker To strengthen supports for students and families in taking advantage of school offerings and services available in the community, a half-time social worker will provide intermediary and support services for students and families	SIG resources	August 2010 to June 2011	Principal and Director of Student Services	Evidence of implementation will be the employment of a social worker as outlined here	Evidence of effectiveness will include involvement of students and families verified by the social worker's log and individual improvement based on individual factors, such as school attendance, etc.	$23,689

Goal #3: By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college or career.

a. College and Career Explorations	n/a					
b. College Visits To increase awareness of college options	SIG resources	October 2010 to May 2011	Principal and Guidance Director	Evidence of implementation will include a survey of student	Evidence of effectiveness will include student self-reporting	$4,500

and college life, students in grades 10-12 will be afforded opportunities to visit three colleges per year based on areas of interest				interests and log of locations visited	and college application and acceptances compared with baseline years, 2007-2010	
c. Job Shadowing To increase awareness of career options and specific career requirements, students in grades 10 and 11 will be required to participate in at least one job shadowing experience to be reported back to peers through advisories	local resources	October 2010 to May 2011	Guidance Director	Evidence of implementation will include a listing of job shadow experiences	Evidence of effectiveness will include student self-reporting	$0
d. Personalized Assessment To provide opportunity for self-reflection and self-assessment for all students relative to college and career options, students in grades 9 and 11 will participate in administration of interest inventories and career assessments	SIG resources	October to November 2010	Guidance Director	Evidence of implementation will be the results of assessments logged	Evidence of effectiveness will student self-reporting on the helpfulness of assessments	$3,000
e. Post-Secondary Follow-Up Surveys To assess quality of preparation for post-secondary planning and to assess quality of student plans for post-secondary experiences, follow-up surveys will be administered and requested of former students at 2-, 5-, and 10-year post graduate milestones	SIG resources	winter 2010-2011	Principal and Guidance Director	Evidence of implementation will include tabulation of responses	Evidence of effectiveness will be analysis of responses and report to school board	$750
f. Project Assessment	*see 1 o above					
g. Project Coordination	* see 1p above					
h. Service Learning To provide opportunity for career explorations and to support an ethic of responsibility, the current service learning graduation requirement will be strengthened	local resources	August 2010 to June 2011	Principal and Guidance Director	Evidence of implementation will include revision to the current requirement approved by the school board	Evidence of effectiveness will include self-reporting and a comparison of projects with baseline years of 2007-2010	$0
Indirect Costs						$1,713

C. BUDGET:

Provide budget information on this page as well as pages 16 and 17 that indicates the amount of school improvement funds your LEA will use each year to:

1) Implement the selected model in each Tier I and Tier II school you commit to serve;
2) Conduct LEA-level activities designed to support implementation of the selected school intervention models in your LEA's Tier I and Tier II schools; and
3) Support school improvement activities, at the school or LEA level, for each Tier III school identified in your LEA's application.

Please note that, 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.

Page 16 requires an outline of expenses over the next three school years. These budgets are to be completed for each school and the total of all should equal the LEA budget. Page 17 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report will need to be submitted each year. As part of the first progress report (due May 13, 2011), the LEA will be required to answer questions regarding the first year of implementation, update the 3 year budget overview if needed and provide a detailed budget narrative for year 2. The progress report and included budgets will have to be approved by the NH Department of Education in order to maintain grant participation and implement the plan in the LEA for year two. The same process will occur at the end of year two to process approval for implementation in year three.

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

School Name	Year I Budget	Year 2 Budget	Year 3 Budget	School Budget Total
Pittsfield Middle School	$344,358	$344,358	$344,358	$1,033,074
Pittsfield High School	$344,358	$344,358	$344,358	$1,033,074
Total LEA Yearly Budgets	$688,716	$688,716	$688,716	$2,066,148

Three Year School Budget Plan

(Complete one per school)

Pittsfield Middle School

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
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.*	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	$1,100	$1,100	$1,100
	1d Data Integration and Support – salaries and benefits, half-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	1d Data Integration and Support – salaries and benefits, half-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	1d Data Integration and Support – salaries and benefits, half-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	$52,768	$52,768	$52,768
	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	$3,500	$3,500	$3,500
	2c Extra-Curricular Activities – stipends to support expansion of extra-curricular offerings to support student engagement; student surveys to guide activity offerings	2c Extra-Curricular Activities – stipends to support expansion of extra-curricular offerings to support student engagement; student surveys to guide activity offerings	2c Extra-Curricular Activities – stipends to support expansion of extra-curricular offerings to support student engagement; student surveys to guide activity offerings	$4,500	$4,500	$4,500
	2i Social Worker – half of salary and benefits for Social Worker; benefits include health insurance, New Hampshire Retirement System, FICA,	2i Social Worker – half of salary and benefits for Social Worker; benefits include health insurance, New Hampshire Retirement System, FICA,	2i Social Worker – half of salary and benefits for Social Worker; benefits include health insurance, New Hampshire Retirement System, FICA,	$23,689	$23,689	$23,689

	and Workers Compensation Insurance	and Workers Compensation Insurance	and Workers Compensation Insurance			
Contracted Services *Include name and title, contracted time, hourly/daily compensation and activities to be delivered.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	1a Assessment – subscription for NWEA MAP assessment for all students	1a Assessment – subscription for NWEA MAP assessment for all students	1a Assessment – subscription for NWEA MAP assessment for all students	$1,535	$1,535	$1,535
	1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	$45,000	$45,000	$45,000
	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	$1,600	$1,600	$1,600
	1d Data Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in	1dData Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in	1d Data Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in	$1,000	$1,000	$1,000

	analysis and use of data for instructional decision-making; consultant to be identified	analysis and use of data for instructional decision-making; consultant to be identified	analysis and use of data for instructional decision-making; consultant to be identified			
	1e Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	1e Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	1f Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	$7,062	$7,062	$7,062
	1l Literacy Coaching – Literacy Coach Kevin Perks, Ph.D., to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,000/day, depending on the nature of services and Linda Kirszenbaum for same purposes @ $1,400/day, depending on the nature of services	1l Literacy Coaching – Literacy Coach Kevin Perks, Ph.D., to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,000/day, depending on the nature of services and Linda Kirszenbaum for same purposes @ $1,400/day, depending on the nature of services	1l Literacy Coaching – Literacy Coach Kevin Perks, Ph.D., to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,000/day, depending on the nature of services and Linda Kirszenbaum for same purposes @ $1,400/day depending on the nature of services	$18,328	$18,328	$18,328
	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	$15,000	$15,000	$15,000
	1n Secondary School Redesign – consultation and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and	1n Secondary School Redesign – consultation and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and	1n Secondary School Redesign – consultation and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and	$55,000	$55,000	$55,000

	strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.			
	1o Project Assessment – Eternal facilitator from UCSL SMP to facilitate assessment of SIG with District Leadership Team on formative basis; program adjustments to be made on the basis of assessment data analysis	1o Project Assessment – External facilitator from UCLA SMP to facilitate assessment of SIG with District Leadership Team on formative basis; program adjustments to be made on the basis of assessment data analysis	1o Project Assessment – External facilitator from UCLA SMP to facilitate assessment of SIG with District Leadership Team on formative basis; program adjustments to be made on the basis of assessment data analysis	$12,500	$12,500	$12,500
	1p Project Coordination – External facilitator from SERESC to support project coordination and assessment tasks	1p Project Coordination – External facilitator from SERESC to support project coordination and assessment tasks	1p Project Coordination – External facilitator from SERESC to support project coordination and assessment tasks	$4,670	$4,670	$4,670
	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related services and $1,200/day for additional training/ consultation time	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related services and $1,200/day for additional training/ consultation time	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related services and $1,200/day for additional training/ consultation time	$4,750	$4,750	$4,750
	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe	$5,000	$5,000	$5,000

	environment; to promote academic and social excellence through a stronger community	environment; to promote academic and social excellence through a stronger community	environment; to promote academic and social excellence through a stronger community			
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 22 days @ $1,200/day	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 22 days @ $1,200/day	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 22 days @ $1,200/day	$13,200	$13,200	$13,200
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Targeted Team by consultant from Institute on Disability of the University of New Hampshire (grant-funded in Year 1 of SIG)	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Targeted Team by consultant from Institute on Disability of the University of New Hampshire; 45 days @ $675/day	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Targeted Team by consultant from Institute on Disability of the University of New Hampshire; 45 days @ $675/day	$0	$0	$0
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for fourteen days of consultation and training	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for seven days of consultation and training	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for five days of consultation and training	$4,905	$4,905	$4,905
	2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student	2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student	2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student	$14,000	$14,000	$14,000

	project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors.	project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors.	project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors.			
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	2c Extra-Curricular Activities – materials to support expanded extra-curricular activities options for students in support of increased student engagement	2c Extra-Curricular Activities – materials to support expanded extra-curricular activities options for students in support of increased student engagement	2c Extra-Curricular Activities – materials to support expanded extra-curricular activities options for students in support of increased student engagement	$3,000	$3,000	$3,000
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	1j Interventions – books to provide non-fiction reading for literacy development	1j Interventions – books to provide non-fiction reading for literacy development	1j Interventions – books to provide non-fiction reading for literacy development	$12,000	$12,000	$12,000
Equipment *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.*	1u Technology – computer and printing equipment to engage and support the achievement of all students as well as permit below-level / struggling students to access interventions	1u Technology – computer and printing equipment to engage and support the achievement of all students as well as permit below-level / struggling students to access interventions	1u Technology – computer and printing equipment to engage and support the achievement of all students as well as permit below-level / struggling students to access interventions	$15,900	$15,900	$15,900
Professional Development Activities *Summarize your activities including the number of days, people involved and associated costs.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33)*	See *Contracted Services*	See *Contracted Services*	See *Contracted Services*			

must be completed						
Travel *Summarize your activities including the number of days, people involved and associated costs.*	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary)	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary)	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary)	$18,638 $4,000	$18,638 $4,000	$18,638 $4,000
Administration *Include other costs associated with supporting plan implementation.*						
Indirect Costs				$1,713	$1,713	$1,713
Total				$344,358	$344,358	$344,358

Three Year School Budget Plan

(Complete one per school)

Pittsfield High School

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
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.*	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	$1,100	$1,100	$1,100
	1d Data Integration and Support – salaries and benefits, quarter-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	1d Data Integration and Support – salaries and benefits, quarter-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	1d Data Integration and Support – salaries and benefits, quarter-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	$52,768	$52,768	$52,768
	1g Extended Learning Opportunities – half of salary and benefits for Extended Learning Opportunity Coordinator; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	1g Extended Learning Opportunities – half of salary and benefits for Extended Learning Opportunity Coordinator; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	1g Extended Learning Opportunities – half of salary and benefits for Extended Learning Opportunity Coordinator; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	$38,623	$38,623	$38,623
	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	$3,500	$3,500	$3,500
	2c Extra-Curricular Activities – stipends to support expansion of	2c Extra-Curricular Activities – stipends to support expansion of	2c Extra-Curricular Activities – stipends to support expansion of	$4,500	$4,500	$4,500

	extra-curricular offerings to support student engagement; student surveys to guide activity offerings 2i Social Worker – half of salary and benefits for Social Worker; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	extra-curricular offerings to support student engagement; student surveys to guide activity offerings 2i Social Worker – half of salary and benefits for Social Worker; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	extra-curricular offerings to support student engagement; student surveys to guide activity offerings 2i Social Worker - half of salary and benefits for Social Worker; benefits include health insurance, New Hampshire Retirement System, FICA, and Workers Compensation Insurance	$23,689	$23,689	$23,689
Contracted Services *Include name and title, contracted time, hourly/daily compensation and activities to be delivered.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	1a Assessment – subscription for NWEA MAP assessment for all students 1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	1a Assessment – subscription for NWEA MAP assessment for all students 1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	1a Assessment – subscription for NWEA MAP assessment for all students 1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	$1,535 $27,355	$1,535 $27,355	$1,535 $27,355

	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	$1,600	$1,600	$1,600
	1d Data Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in analysis and use of data for instructional decision-making; consultant to be identified	1dData Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in analysis and use of data for instructional decision-making; consultant to be identified	1d Data Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in analysis and use of data for instructional decision-making; consultant to be identified	$1,000	$1,000	$1,000
	1e Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	1e Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	1f Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	$7,062	$7,062	$7,062
	1l Literacy Coaching – Literacy Coach Kevin Perks, Ph.D., to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,000/day, depending on the nature of services and Linda Kirszenbaum for same purposes @ $1,400/day, depending on the nature of services	1l Literacy Coaching – Literacy Coach Kevin Perks, Ph.D., to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,000/day, depending on the nature of services and Linda Kirszenbaum for same purposes @ $1,400/day, depending on the nature of services	1l Literacy Coaching – Literacy Coach Kevin Perks, Ph.D., to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,000/day, depending on the nature of services and Linda Kirszenbaum for same purposes @ $1,400/day depending on the nature of services	$16,500	$16,500	$16,500
	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	$12,000	$12,000	$12,000
	1n Secondary School Redesign – consultation	1n Secondary School Redesign – consultation	1n Secondary School Redesign – consultation			

	and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	$55,000	$55,000	$55,000
	1o Project Assessment – Eternal facilitator from Public Consulting Group to facilitate assessment of SIG with District Leadership Team on formative basis; program adjustments to be made on the basis of assessment data analysis	1o Project Assessment – External facilitator from Public Consulting Group to facilitate assessment of SIG with District Leadership Team on formative basis; program adjustments to be made on the basis of assessment data analysis	1o Project Assessment – External facilitator from Public Consulting Group to facilitate assessment of SIG with District Leadership Team on formative basis; program adjustments to be made on the basis of assessment data analysis	$12,500	$12,500	$12,500
	1p Project Coordination – External facilitator from SERESC to support project coordination and assessment tasks	1p Project Coordination – External facilitator from SERESC to support project coordination and assessment tasks	1p Project Coordination – External facilitator from SERESC to support project coordination and assessment tasks	$4,670	$4,670	$4,670
	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related	$4,750	$4,750	$4,750

	services and $1,200/day for additional training/ consultation time	services and $1,200/day for additional training/ consultation time	services and $1,200/day for additional training/ consultation time			
	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe environment; to promote academic and social excellence through a stronger community	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe environment; to promote academic and social excellence through a stronger community	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe environment; to promote academic and social excellence through a stronger community	$5,000	$5,000	$5,000
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 22 days @ $1,200/day	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 26 days @ $1,200/day	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 26 days @ $1,200/day	$13,200	$13,200	$13,200
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Targeted Team by consultant from Institute on Disability of the University of New Hampshire (grant-funded in Year 1 of SIG)	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Targeted Team by consultant from Institute on Disability of the University of New Hampshire; 45 days @ $675/day	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Targeted Team by consultant from Institute on Disability of the University of New Hampshire; 45 days @ $675/day	$0	$0	$0
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for five	$4,905	$4,905	$4,905

	fourteen days of consultation and training 2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors.	seven days of consultation and training 2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors.	days of consultation and training 2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors.	$14,000	$14,000	$14,000
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	1g Extended Learning Opportunities – supplies and materials to support ELO program 2c Extra-Curricular Activities – materials to support expanded extra-curricular activities options for students in support of increased student engagement 3d Personalized Assessment – vocational and college self-assessment for students, to be used in advisories 3e Follow Up Surveys – surveys of graduates to	1g Extended Learning Opportunities – supplies and materials to support ELO program 2c Extra-Curricular Activities – materials to support expanded extra-curricular activities options for students in support of increased student engagement 3d Personalized Assessment – vocational and college self-assessment for students, to be used in advisories 3e Follow Up Surveys – surveys of graduates to	1g Extended Learning Opportunities – supplies and materials to support ELO program 2c Extra-Curricular Activities – materials to support expanded extra-curricular activities options for students in support of increased student engagement 3d Personalized Assessment – vocational and college self-assessment for students, to be used in advisories 3e Follow Up Surveys – surveys of graduates to	$500 $3,000 $3,000 $750	$500 $3,000 $3,000 $750	$500 $3,000 $3,000 $750

	provide guidance on needs of graduates that might be met and guidance on future school development	provide guidance on needs of graduates that might be met and guidance on future school development	provide guidance on needs of graduates that might be met and guidance on future school development			
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	1j Interventions – books to provide non-fiction reading for literacy development	1j Interventions – books to provide non-fiction reading for literacy development	1j Interventions – books to provide non-fiction reading for literacy development	$2,000	$2,000	$2,000
Equipment *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.*	1g – Extended Learning Opportunities – technology equipment to support ELO coordinator	1g – Extended Learning Opportunities – technology equipment to support ELO coordinator	1g – Extended Learning Opportunities – technology equipment to support ELO coordinator	$1,000	$1,000	$1,000
Professional Development Activities *Summarize your activities including the number of days, people involved and associated costs.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	See *Contracted Services*	See *Contracted Services*	See *Contracted Services*			
Travel *Summarize your activities including the number of days, people involved and associated costs.*	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary) 3b College Visits – visits to colleges by student advisories	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary) 3b College Visits – visits to colleges by student advisories	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary) 3b College Visits – visits to colleges by student advisories	$18,638 $4,000 $4,500	$18,638 $4,000 $4,500	$18,638 $4,000 $4,500

Administration *Include other costs associated with supporting plan implementation.*						
Indirect Costs				$1,713	$1,713	$1,713
Total				$344,358	$344,358	$344,358

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2010-2011
(Please complete one per school)

Use this form to provide sufficient detail regarding proposed expenditure for the 2010-2011 project period. Complete all appropriate justification forms (Appendix C and D, pages 33-34).

School Name: **Pittsfield Middle School**

Account Category	Budget Detail	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.*	1d Data Integration and Support – salaries and benefits, at quarter-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and workers compensation insurance	$52,768
	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	$1,100
	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	$3,500
	2i Social Worker – Jane Johnson social worker services at half-time; benefits include health insurance, New Hampshire Retirement System, FICA, and workers compensation insurance	$23,689
Contracted Services *Include name and title, contracted time, hourly/daily compensation and activities to be delivered.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	1a Assessment – license fees for NWEA MAP semi-annual assessments	$1,535
	1b , 1f, 1i, 1kl Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	$45,000
	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	$1,600
	1d Data Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in analysis and use of data for instructional decision-making; consultant to be identified	$1,000
	1e Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	$7,062
	1l Literacy Coaching – Literacy Coaches Kevin Perks, Ph.D. and Literacy Consultant Linda Kirszenbaum, to provide leadership	$18,328

	consultation, curriculum analysis, professional development, and coaching @ $800 - $1,400/day, depending on the nature of services	
	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	$15,000
	1n Secondary School Redesign – consultation and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	$55,000
	1o Project Assessment – UCLA SMP to conduct ongoing formative assessment of SIG with District Leadership Team; program adjustments to be made on the basis of assessment data analysis	$12,500
	1p – Project Coordination – Maryclare Heffernan of SERESC to provide project coordination services relative to service providers and project assessment data.	$4,670
	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related services and $1,200/day for additional training/consultation time	$4,750
	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe environment; to promote academic and social excellence through a stronger community	$5,000
	2c Extra-Curricular Activities – stipends to support expansion of extra-curricular offerings to support student engagement; student surveys to guide activity offerings	$4,500
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 22 days @ $1,200/day	$13,200
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for fourteen days of consultation and training	$4,905
	2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of	$14,000

	developing student leadership, student project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors	
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	2c Extra-Curricular Activities – materials to support expanded extra- curricular activities options for students in support of increased student engagement	$3,000
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	1j Interventions – books to provide for informational text and multi-level texts to support literacy development	$12,000
Equipment *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.*	1u Technology – classroom set of computers with printer on cart for expansion of access to technology to support learning across curriculum	$15,900
Professional Development Activities *Summarize your activities including the number of days, people involved and associated costs.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	See *Contracted Services*	
Travel *Summarize your activities including the number of days, people involved and associated costs.*	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary)	$18,638 $4,000
Administration *Include other costs associated with supporting plan implementation.*		
Indirect Costs		$1,713
Total		$344,358

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE

2010-2011

(Please complete one per school)

Use this form to provide sufficient detail regarding proposed expenditure for the 2010-2011 project period. Complete all appropriate justification forms (Appendix C and D, pages 33-34).

School Name: **Pittsfield High School**

Account Category	Budget Detail	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.*	1d Data Integration and Support – salaries and benefits, at quarter-time, for two Data Team members: Danielle Harvey and Kathy LeMay; benefits include health insurance, New Hampshire Retirement System, FICA, and workers compensation insurance	$52,768
	1c Curriculum Mapping – stipends for teachers @ $25/hour to enter curriculum data onto *Atlas Rubicon* system during out-of-school hours	$1,100
	1g Extended Learning Opportunities – salary and benefits, at half-time, for Extended Learning Opportunity Coordinator: Sheila Ward; benefits include health insurance, New Hampshire Retirement System, FICA, and workers compensation insurance	$38,623
	1h Increased Learning Time – stipend to keep school library open one additional hour before school and one additional hour after school	$3,500
	2c Extra-Curricular Activities – stipends to support expansion of extra-curricular offerings to support student engagement; student surveys to guide activity offerings	$4,500
	2i Social Worker – Jane Johnson social worker services at half time; benefits include health insurance, New Hampshire Retirement System, FICA, and workers compensation insurance	$23,689
Contracted Services *Include name and title, contracted time, hourly/daily compensation and activities to be delivered.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	1a Assessment – license fees for NWEA MAP system for semi-annual student assessment	$1,535
	1b , 1f, 1i, 1k Assessment - development of standards-based quarterly assessments; Evaluation of Teachers and Administrators - develop systems of evaluation of teachers and principles; Instructional Strategies and Practices – professional development to enhance teaching practices; Job Descriptions – job descriptions of teachers and administrators; consultation by WestEd; approximately 50 days of coaching; 11 days of professional development; $1,500/day for consulting fees; $2,550/day for professional development for one trainer; $3,220/day for professional development for two trainers; materials fee of $10/book	$27,355
	1c Curriculum Mapping – license fee to utilize web-based *Atlas Rubicon* curriculum mapping system	$1,600
	1d Data Integration and Support – consultant fees in support of Data Team and training for Core Academic Teams in analysis and use of data for instructional decision-making; consultant to	$1,000

	be identified	
	1e Differentiated Instruction Strategies – Plymouth State University course *Intentional Instruction / Differentiated Teaching* course in Pittsfield	$7,062
	1l Literacy Coaching – Literacy Coaches Kevin Perks, Ph.D. and Literacy Consultant Linda Kirszenbaum, to provide leadership consultation, curriculum analysis, professional development, and coaching @ $800 - $1,400/day, depending on the nature of services	$16,500
	1m Mathematics Coaching – Mathematics Coach Rob Lukesiak to provide leadership consultation, curriculum analysis, professional development and coaching @ $800 - $1,000/day, depending on the nature of services	$12,000
	1o Project Assessment – UCLA SMP to conduct ongoing formative assessment of SIG with District Leadership Team; program adjustments to be made on the basis of assessment data analysis	$12,500
	1p – Project Coordination – Maryclare Heffernan of SERESC to provide project coordination services relative to service providers and project assessment data.	$4,670
	1n Secondary School Redesign – consultation and support from the Center for Secondary School Redesign to provide training through Summer Institutes (2 per year) and leadership coaching for redesign components, including site council development, advisory program revision and strengthening, development of personal plans for progress / personal learning plans and student-led conferences, use of weekly faculty professional development time (late-start Wednesdays), use of core team common planning time, etc.	$55,000
	2a Bullying Prevention – Consultant Stan Davis to provide student survey, survey analysis, climate assessment, and additional training / professional development / consultation @ $5,000 for survey and related services and $1,200/day for additional training/consultation time	$4,750
	2b *Courage to Teach* Retreat – facilitation services and materials for two-year retreat program to support teachers and teacher development throughout the change process; to support the development of a safe environment; to promote academic and social excellence through a stronger community	$5,000
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Universal Team by consultant from NH-CBIS; 22 days @ $1,200/day	$13,200
	2f *PBIS* Program Support and Renewal – strengthening school climate and student discipline through consultative support of the PBIS Intensive Team by consultant from Strafford Learning Center; $700/day for fourteen days of consultation and training	$4,905

	2h School Climate and Learning – consultation fee to provide support from Main Street Academix for technical assistance, professional development, and coaching in support of developing student leadership, student project development, establishment of a design team for school culture and climate, participation of the design team in annual Summer Institute, participation of student leaders in annual Teen Summit, and training for teacher mentors	$14,000
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	1g Extended Learning Opportunities – supplies and materials to support ELO coordinator and program 2c Extra-Curricular Activities – materials to support expanded extra- curricular activities options for students in support of increased student engagement 3d Personalized Assessment – materials for student self-assessments for vocational and college decision making 3e Post-Secondary Surveys – materials to provide for follow-up surveys of graduates to guide program decision-making	$500 $3,000 $3,000 $750
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	1j Interventions – books to provide for informational text to support literacy development	$2,000
Equipment *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.*	1g Extended Learning Opportunities – computer for coordinator use	$1,000
Professional Development Activities *Summarize your activities including the number of days, people involved and associated costs.* *A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed*	See *Contracted Services*	**m**
Travel *Summarize your activities including the number of days, people involved and associated costs.*	1h – Increased Learning Time – addition of daily *late bus* to allow student to receive additional academic support and to engage in extra-curricular activities 1r School Visits – faculty visits to observe and learn from other small and high-achieving schools throughout the Northeast – travel and lodging (when necessary) 3b College Visits – travel costs associated with student advisories visiting college campuses	$18,638 $4,000 $4,500
Administration *Include other costs associated with supporting plan implementation.*		
Indirect Costs		$1,713
Total		$344,358

D. ASSURANCES:

By signing below, the Local Educational Agency (LEA), the Pittsfield School District / SAU #51, is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the New Hampshire Department of Education (NH DOE) and the United States Department of Education (US ED):

- The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities;

- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations;

- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements;

- The funds received under this grant will be used to address the goals set forth in the attached application;

- Fiscally related information will be provided with the timeliness established for the program(s);

- The specific school-level data required in section III of the final requirements will be reported for all schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant through quarterly meetings, evaluations, progress reports, or on-site visitations, including the following data:
    - Number of minutes within the school year;
    - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
    - Dropout rate;
    - Student attendance rate;
    - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
    - Discipline incidents;
    - Truants;
    - Distribution of teachers by performance level on an LEA's teacher evaluation system (when available);
    - Teacher attendance rate;

- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results;

- Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive;

ASSURANCES (CONT.):

- The LEA 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 Tier I and Tier II school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

- If the LEA implements a restart model in a Tier I or Tier II school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

- Assign a Title I 1003(g) School Improvement Grant Coordinator that will participate in regular NH DOE Title I 1003(g) School Improvement Grant meetings and have a LEA Improvement Planning/ Implementation Committee that meets regularly;

- Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service;

- Additional resources will be aligned with the interventions;

- LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively; and

- The reforms will be sustain after the funding period ends.

_____ August 27, 2010

Superintendent's signature **Date signed**

E. WAIVERS:

The NH DOE has requested that waivers be granted by the US ED regarding requirements to the LEA's School Improvement Grant, please indicate below (by checking the appropriate boxes which of those waivers you intend 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.

X Extending the period of availability of school improvement funds.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

In accordance with the US Department of Education Guidance for the School Improvement Grant, the identification of "persistently lowest-achieving schools" must be based on each school's state assessment results for the "All Students" group in Reading and Mathematics combined. New Hampshire's Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (US ED) is located in *Appendix B* of this document (pages 31-32). As the term "persistent" implies "over time", New Hampshire used all data available for which a combined Reading and Math score was possible; that is, four years of data (2006-2009 AYP) for elementary/middle schools, and two years of data (2008 and 2009) for high schools. The two sets of schools were rank ordered separately.

New Hampshire uses a US Department of Education-approved index score system to calculate adequate yearly progress (AYP) based on the state assessment results. This system, which gives "credit" to partially proficient student scores, was adopted by New Hampshire to more accurately depict progress and proficiency in New Hampshire schools. In accordance with the SIG guidance, each school's annual Reading and Math index score for the "All Students" group was combined, with a cumulative score four-year score produced for elementary /middle schools, and a cumulative two-year score for high schools.

The use of the cumulative index score to rank order and identify schools for the purposes of this grant was approved by US ED on February 4, 2010. The March 1, 2010 deadline for submitting the grant application does not allow for the use of 2010 AYP index scores, which are tentatively scheduled for release in late March/early April.

LEA Appendix A (cont.):

Tier I Schools

Schools categorized as Tier I 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 Need of Improvement (SINI) 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

(3) The school is Title I-eligible and is no higher achieving than the highest-achieving school in (1) above. Additionally, the school must be either in the bottom 20 percent of all schools in the state, or has not made Adequate Yearly Progress (AYP) for 2 consecutive years. The guidance defines "Title I-eligible" as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.

Identification of Tier I Schools (Condition 1)

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools in Need of Improvement (SINI) in the state.*

  - Total number of Title I SINIs in 2009-10 = 132 (127 elementary/middle and 5 high schools)
  - 5% of 132 = 7 Title I SINIs (maximum number to be identified)
  - To better address the "persistently" factor, consider only the elementary/middle school SINIs, for which four years of data is available.
  - Rank order the elementary/middle school Title I SINIs from low to high, based on the four-year cumulative index scores.
  - Seven schools meet the Condition 1 criteria:

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Four-Year Cumulative Index Score**
State of NH	**Average Combined Index Score**	**176.5**	**174.2**	**171.8**	**168.5**	**691**
Manchester	Beech Street School	135.9	122.6	116.7	110.9	486.1
Manchester	Wilson School	142.9	134.3	134.4	125.4	537.0
Manchester	Bakersville School	148.8	140.5	131.4	131.5	552.2
Manchester	Parker-Varney School	146.4	142.5	142.2	136.7	567.8
Farmington	Henry Wilson Memorial School	152.4	146.1	145.2	137.7	581.4
Franklin	Franklin Middle School	147.5	150.1	143.3	144.7	585.6
Manchester	Gossler Park School	161.3	144	145.8	140	591.1

LEA Appendix A (cont.):

Identification of Tier I 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 New Hampshire high schools that meet the criteria.

Identification of Tier I Schools (Condition 3)

(3) The school is Title I-eligible and is no higher achieving than the highest-achieving school in the rank-ordered list under Condition 1. Additionally, the school must be either in the bottom 20 percent of all schools in the state, or has not made Adequate Yearly Progress (AYP) for 2 consecutive years. The guidance defines "Title I-eligible" as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.

- Rank order all elementary/middle schools in the state for which four years of index score data is available (N= 374)
- Identify which schools have a combined index score equal to or lower than the highest-achieving school in the rank-ordered list for Condition 1
- Identify which schools are Title I eligible
- Identify which schools are in the bottom 20 percent of all schools (20% of 374 = 75 schools)
- The following 6 schools meet the criteria:

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Four-Year Cumulative Index Score**
Highest Achieving School in Condition 1						**591.1**
Manchester	Southside Middle School	144.2	141.8	136	138.3	560.3
Milton	Nute Junior High School	147.8	147.4	131	137.8	564
Manchester	Middle School At Parkside	145.5	140.6	137.7	143.5	567.3
Manchester	Henry J. McLaughlin Middle School	150.9	142.1	136.2	142.6	571.8
Pittsfield	Pittsfield Middle School	162.4	148.6	140	126.2	577.2
Monadnock Regional	Gilsum Elementary School	155.3	154	141.5	138.2	589

LEA Appendix A (cont.):

Tier II Schools

Schools categorized as Tier II must be Title I-eligible high schools and must meet one of the following conditions:

(1) The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater; OR

(2) The school has a graduation rate less than 60 percent over a number of years.
As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

Identification of Tier II Schools (Condition 1)

(1) The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater. The guidance defines "Title I-eligible" as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.

- Rank order all high schools for which two years of index score data is available (N = 80)
- 5 % of 80 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Determine the Title I eligibility of each school
- The following 5 schools meet this criteria:

District	School	08-09 Index Combined	07-08 Index Combined	**Two-Year Cumulative Index Score**
State of NH	**Average Combined Index Score**	**154.4**	**146.7**	**301.1**
Milton	Nute High School	126.1	126.6	252.7
Farmington	Farmington Senior High School	129.9	124.4	254.3
Pittsfield	Pittsfield High School	141.5	120.5	262.0
Franklin	Franklin High School	128.8	141.6	270.4
Littleton	Littleton High School	134.7	137.4	272.1

LEA Appendix A (cont.):

<u>Identification of Tier II Schools (Condition 2)</u>

(2) The school has a graduation rate less than 60 percent over a number of years.

- As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

LEA Appendix A (cont.):

TIER III Schools

Schools categorized as Tier III must meet one of the following conditions:

(1) The school is a Title I School in Need of Improvement (SINI) that did not meet the Tier I criteria, OR

(2) The school is a Title I-eligible school that does not meet the Tier I or Tier II requirements and is in the bottom 20 percent of all schools in the state or has not made AYP for any two years.

Identification of Tier III Schools (Condition 1)

(1) The school is a Title I School in Need of Improvement (SINI) that did not meet the Tier I criteria.

- As 7 of the 132 Title I Schools in Need of Improvement are eligible in Tier I, list the remaining 125 by rank order (elementary/middle and high schools rank ordered separately):

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**176.5**	**174.2**	**171.8**	**168.5**	**691**
Manchester	McDonough School	155.7	148.9	150.9	150.1	605.6
Newfound Area	Danbury Elementary School	153.5	150	156.7	153.5	613.7
Winchester	Winchester School	160.8	154.9	149.7	149.2	614.6
Nashua	Ledge Street School	155.5	150	157	154.1	616.6
Hinsdale	Hinsdale Elementary School	158.8	152.9	156.2	150.2	618.1
Newfound Area	Newfound Memorial Middle School	173.2	153.4	145.1	146.7	618.4
Monadnock Regional	Troy Elementary School	158.7	160.4	154	145.7	618.8
Allenstown	Armand R. Dupont School	166.9	153.9	146.9	151.6	619.3
Franklin	Bessie C. Rowell School	166	161.7	147.2	149.4	624.3
Fall Mountain Regional	Charlestown Primary School	160	156.2	151.3	157.9	625.4
Claremont	Disnard Elementary School	156.2	154.5	162.6	152.2	625.5
Newport	Newport Middle School	164.7	160.4	153.4	150.2	628.7
Somersworth	Somersworth Middle School	159	160.2	160.4	151	630.6
Berlin	Brown Elementary School	163.3	153.2	149.6	164.6	630.7
Milton	Milton Elementary School	166.4	163.1	157.5	144.8	631.8
Lisbon Regional	Lisbon Regional School (Middle)	169.5	150.3	161.3	152.4	633.5
Manchester	Northwest Elementary School	167.1	160.7	158.9	150.2	636.9
Allenstown	Allenstown Elementary School	166.1	157.7	158.5	155.8	638.1
Goshen-Lempster Cooperative	Goshen-Lempster Cooperative	156.6	168.1	159.8	155.1	639.6

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**176.5**	**174.2**	**171.8**	**168.5**	**691**
Milan	Milan Village Elementary School	179.5	162.7	149.4	149.4	641
Concord	Rumford School	164.6	164.5	159.8	152.2	641.1
Manchester	Hallsville School	161.6	164.4	159.5	155.7	641.2
Newport	Towle Elementary School	176.6	161	150	157	644.6
Hinsdale	Hinsdale Jr. High School	166.7	157.3	156.4	165.2	645.6
Pittsfield	Pittsfield Elementary School	165	163.2	163.5	154.4	646.1
Concord	Dame School	152.9	157.9	172.1	164.1	647
Derry Cooperative	Grinnell School	163.3	164.7	161.8	158.8	648.6
Somersworth	Hilltop School	173.9	164.1	158.1	152.9	649
Haverhill Cooperative	Haverhill Cooperative Middle	169.2	164.8	158.5	156.9	649.4
Nashua	Fairgrounds Elementary School	160.6	173	163.3	152.9	649.8
Nashua	Dr. Norman W. Crisp School	166.2	164	161.1	158.7	650
Colebrook	Colebrook Elementary School	166.4	163.8	161.1	159.2	650.5
Hillsboro-Deering Cooperative	Hillsboro-Deering Elementary	163.4	166.6	163.7	157.1	650.8
Barnstead	Barnstead Elementary School	166.3	162.2	161.6	162.8	652.9
Contoocook Valley	Pierce Elementary School	170	150.4	164.6	168.1	653.1
Raymond	Iber Holmes Gove Middle School	169.7	166.7	166.5	150.5	653.4
Nashua	Mt. Pleasant School	164.8	164.2	165	160.8	654.8
Rochester	East Rochester School	170.8	167.7	161.7	157.8	658
Farmington	Valley View Community Elementary	167.1	163.2	168	159.8	658.1
Wakefield	Paul Elementary School	179.4	158.2	160.2	162.6	660.4
Unity	Unity Elementary School	165	168.3	172.1	157.1	662.5
Winnisquam Regional	Winnisquam Regional Middle School	175.1	166.9	164.4	157.3	663.7
Claremont	Maple Avenue School	168.7	168.2	169.4	158.3	664.6
Newfound Area	Bristol Elementary School	171.1	170.5	161.6	161.9	665.1
Monadnock Regional	Mount Caesar School	176	170.2	168.1	151.5	665.8
Berlin	Hillside Elementary School	167.9	165.5	170.7	162.1	666.2
Mascoma Valley Regional	Indian River School	175.9	166.5	168.4	155.4	666.2
Laconia	Woodland Heights Elem School	166.9	169.7	177	153.8	667.4
White Mountains Regional	Whitefield Elementary School	170	161.8	169.5	168.2	669.5
Raymond	Lamprey River Elementary School	171.7	167.1	167.1	164.3	670.2
Northumberland	Groveton Elementary School	178.8	170.9	166.9	153.6	670.2
Newport	Richards Elementary School	170	169.6	170.4	161.1	671.1
Lincoln-Woodstock Cooperative	Lin-Wood Public School (Elem)	177.4	163.7	163.6	170	674.7

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**176.5**	**174.2**	**171.8**	**168.5**	**691**
Winnisquam Regional	Southwick School	175.7	174.1	164	161.2	675
Laconia	Elm Street School	175.2	175.9	166	160.4	677.5
White Mountains Regional	Lancaster Elementary School	174.2	168.7	168.1	166.6	677.6
Wilton	Florence Rideout Elementary	169.4	166.6	173.5	168.7	678.2
Mascenic Regional	Boynton Middle School	176.9	172.7	164.1	165.6	679.3
Portsmouth	New Franklin School	178.1	171.1	165.5	165.8	680.5
Concord	Beaver Meadow School	170.5	171.7	172.5	166	680.7
Lisbon Regional	Lisbon Regional School (Elem)	183.6	169.8	167.7	160.8	681.9
Hudson	Hudson Memorial School	173.3	171.6	167.9	169.9	682.7
Dover	Woodman Park School	168.9	166.3	170.4	177.1	682.7
Rochester	Chamberlain Street School	171.9	175.8	167.3	167.7	682.7
Hudson	Dr. H. O. Smith School	172.7	170.5	169.4	170.1	682.7
Merrimack Valley	Penacook Elementary School	173.6	167.1	168.4	173.8	682.9
Deerfield	Deerfield Community School	175.8	173.4	171.1	164.1	684.4
Lebanon	Hanover Street School	173.4	176	169.3	168.1	686.8
Rochester	William Allen School	172.9	174.7	173.7	165.8	687.1
Somersworth	Maple Wood Elementary School	170	172	174.7	170.4	687.1
Gilmanton	Gilmanton Elementary School	177.6	170.9	170.7	168.1	687.3
Rochester	School Street School	190.8	166.5	163.9	169.2	690.4
Litchfield	Litchfield Middle School	180.6	170.8	170.5	169.5	691.4
Governor Wentworth Regional	Ossipee Central School	178.3	175.7	170.1	167.3	691.4
Inter-Lakes Cooperative	Inter-Lakes Middle Tier	176.3	175.3	172.6	168.2	692.4
Shaker Regional	Belmont Middle School	177.7	178.1	173.3	163.4	692.5
Haverhill Cooperative	Woodsville Elementary School	177.3	170.1	167.4	177.7	692.5
Governor Wentworth Regional	Kingswood Regional Middle School	183.1	176	171.9	162	693
Barrington	Barrington Elementary School	177.9	175.4	169.1	172.6	695
Weare	Center Woods School	176	175.8	173.2	170.2	695.2
Littleton	Mildred C. Lakeway School	174.9	174.8	176	169.6	695.3
Concord	Rundlett Middle School	176	174.4	174.4	170.7	695.5
Goffstown	Bartlett Elementary School	173.1	172.2	178.3	173.9	697.5
Rollinsford	Rollinsford Grade School	174.7	172.1	175.9	178.3	701
Sanborn Regional	Daniel J. Bakie School	181.8	174.3	175.6	170.9	702.6
Lebanon	Mt. Lebanon School	177.4	178.7	180.3	166.2	702.6
Lebanon	Lebanon Junior High School	183.2	172.7	172.9	174.3	703.1

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**176.5**	**174.2**	**171.8**	**168.5**	**691**
Merrimack Valley	Boscawen Elementary School	174.7	176.9	177.4	174.2	703.2
Londonderry	Londonderry Middle School	176.9	178.1	175.8	174.4	705.2
Winnisquam Regional	Sanbornton Central School	182.9	174.9	171.3	176.7	705.8
Dover	Dover Middle School	180.7	177	175.3	174.5	707.5
Nottingham	Nottingham Elementary School	183.6	177.1	178	168.8	707.5
Marlborough	Marlborough Elementary School	183.8	169.7	177	177.6	708.1
Sanborn Regional	Memorial School	177.7	177.6	180.3	175.1	710.7
Rochester	McClelland School	186.5	183.6	173.6	167.2	710.9
Derry Cooperative	Derry Village School	181.5	182	181.5	166.4	711.4
Newmarket	Newmarket Elementary School	181.1	179.7	177.6	173.3	711.7
Concord	Broken Ground School	182.4	180.1	178	171.3	711.8
Inter-Lakes Cooperative	Inter-Lakes Elementary School	175.9	185.2	180.1	171.1	712.3
Conway	John H. Fuller School	180.9	180.5	175.9	176.4	713.7
Andover	Andover Elementary School	179	175.6	178.6	180.5	713.7
Keene	Symonds Elementary School	179	181.9	176.5	176.8	714.2
Pelham	Pelham Elementary School	182.4	182.4	178.1	172.6	715.5
Henniker	Henniker Community School	182.4	180.2	178.1	175.8	716.5
Londonderry	North Londonderry Elementary	176.5	177.4	181.8	181.3	717
Goffstown	Maple Avenue School	179.5	179.2	181.9	177.2	717.8
Hooksett	Fred C. Underhill School	182.1	181.8	182.2	174.1	720.2
Hooksett	David R. Cawley Middle School	183.4	181.2	181.2	175.2	721
Chester	Chester Academy	182.9	181.6	181.3	175.8	721.6
Hudson	Hills Garrison Elementary School	185.5	182.9	178.3	177.4	724.1
Mont Vernon	Mont Vernon Village School	181.7	182.6	179.3	181.5	725.1
Litchfield	Griffin Memorial School	184.5	181.2	181.3	179.9	726.9
Bethlehem	Bethlehem Elementary School	182.6	182.1	183.4	178.8	726.9
Hooksett	Hooksett Memorial School	183.5	181.7	181.4	180.3	726.9
Concord	Kimball-Walker School	189.4	182.8	178.6	177	727.8
Londonderry	South Londonderry Elementary	184.1	181.9	186.1	181.3	733.4
Westmoreland	Westmoreland School	186	186.5	182.1	180.5	735.1
Bow	Bow Elementary School	184	186	185.3	183.9	739.2
New Boston	New Boston Central School	186.3	186.9	185.2	183.7	742.1
Amherst	Clark Wilkins School	188.3	186.6	185.4	187.4	747.7

LEA Appendix A (cont.):

District	School	08-09 Index Combined	07-08 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**154.4**	**146.7**	**301.1**
Raymond	Raymond High School	145.7	148.9	294.6
Hudson	Alvirne High School	158.6	155.1	313.7
Pembroke	Pembroke Academy	164.2	150.5	314.7
Concord	Concord High School	157.9	158.7	316.6
John Stark Regional	John Stark Regional High School	165.8	155	320.8

Identification of Tier III Schools (Condition 2)

(2) The school is a Title I-eligible school that does not meet the Tier I or Tier II requirements and is in the bottom 20 percent of all schools in the state or has not made AYP for any two years.

- Identify all Title I-eligible schools not included in either Tier I or Tier II
- Identify which of the eligible schools are in the bottom 20 percent of all schools in their respective level (elementary/middle or high school). Rank order from low to high.
- 15 schools (8 high schools and 7 middle schools) meet the criteria:

District	School	08-09 Index Combined	07-08 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**154.4**	**146.7**	**301.1**
Epping	Epping High School	132.1	142.7	274.8
Monadnock Regional	Monadnock Regional	154.6	122.7	277.3
Hillsboro-Deering	Hillsboro-Deering High School	141.1	139.0	280.1
Berlin	Berlin Senior High School	153.7	128.2	281.9
Claremont	Stevens High School	141.6	141.6	283.2
Laconia	Laconia High School	144.4	140.9	285.3
Mascenic Regional	Mascenic Regional High School	145.2	142.7	287.9
Jaffrey-Rindge Cooperative	Conant High School	148.6	142.1	290.7

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	**Cumulative Index Score**
State of NH	**Average Combined Index Score**	**176.5**	**174.2**	**171.8**	**168.5**	**691**
Seabrook	Seabrook Middle School	171.9	158.7	144.7	133.9	609.2
Hillsboro-Deering Coop	Hillsboro-Deering Middle School	159.1	149.5	152.8	151.9	613.3
Manchester	Hillside Middle School	153.2	150.1	170.7	144.3	618.3
Claremont	Claremont Middle School	158.0	159.1	157.9	149.9	624.9
Berlin	Berlin Jr. High School	166.5	162.6	152.1	152.4	633.6
Monadnock Regional	Monadnock Reg Middle School	165.4	170.1	148.4	150.4	634.3
Epping	Epping Middle School	174.8	162.4	156.5	143.2	636.9

***LEA Appendix B*: New Hampshire's Persistently Lowest-Achieving Schools Definition**

The following provides details as to the information and process used by New Hampshire to identify the persistently lowest-achieving schools.

Definitions from New Hampshire's Rules for Public School Approval (NH RSA 189:25):

- A public school containing any of the grades kindergarten through 8 is classified as an elementary school.
- A public elementary school containing any combination of grades 4-8 may be classified as a public middle school, subject to meeting the rules applicable to all middle schools. (NH RSA 189:25)
- A public school or public academy containing any of the grades 9 through 12 is classified as a secondary, or high school, subject to meeting the rules applicable to all high schools.

Using the above referenced state definitions and in accordance with guidance provided within the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document, items B-V-4 through B-V-18, New Hampshire developed the following:

New Hampshire's "persistently lowest-achieving schools" are:

(a) Any Title I school in improvement, corrective action, or restructuring that —

(iii) Is among the lowest-achieving five percent of Title I Schools in Need Improvement, Corrective Action, or Restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(iv) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years;

and

(b) Any secondary school that is eligible for, but does not receive, Title I funds that —

(iii) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(iv) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

IDENTIFICATION PROCESS

Review of student achievement results. All available student achievement data for the "all students" group from New Hampshire's approved state assessment, the New England Common Assessment Program (NECAP), was reviewed for each school on the above-referenced lists. Four years of NECAP data (2005-2008) was reviewed for elementary and middle schools, and two years of NECAP data (2007 and 2008) was reviewed for high schools. As the data available increases in future years, four years of data across all school attendance areas will be used. As the raw student achievement data for the state's reading and mathematics assessments converts to a 100-point index score system, the index scores in each content area for the "all students" group were added together for each school in order to produce an annual combined score. The index system is consistent with items B-V-8 and B-V-16 through B-V-18 of the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document. The annual combined scores were then totaled (four years for elementary or middle schools and two years for high schools) to produce a cumulative achievement score for each school. New Hampshire chose not to weight data used in identifying the persistently lowest-achieving schools.

Selection of schools. For each list, schools were rank-ordered from lowest to highest on the basis of the cumulative achievement score. Schools at the top of each rank-ordered list were determined to be the state's persistently lowest-achieving. Seven elementary and/or middle schools (5% of 132) from the Title I Schools in Need of Improvement, Corrective Action, or Restructuring list, and five high schools from the Title I Eligible list were selected (as of January 2010).

Based on the most recent four years of data, no high school in New Hampshire (as of January 2010) met the selection criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

LEA Appendix C: Baseline School Data Profile

School Name: Pittsfield Middle School			
	2007-2008	2008-2009	2009-2010
Number of minutes within the school year that students are to attend school	75,600	75,600	75,600
Dropout rate	none	none	none
Student attendance rate	94.5%	93.7%	
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	n/a	n/a	n/a
Discipline incidents	277	601	115
Truants	1	1	0
Distribution of teachers by performance level on LEA's teacher evaluation system	Do not currently rate by performance level	Do not currently rate by performance level	Do not currently rate by performance level
Teacher attendance rate	Not currently calculated	Not currently calculated	Not currently calculated

LEA Appendix C: Baseline School Data Profile

School Name: Pittsfield High School			
	2007-2008	**2008-2009**	**2009-2010**
Number of minutes within the school year that students are to attend school	**75,600**	**75,600**	**75,.600**
Dropout rate	**6.1 % (annual)** **22.3% (cumulative)**	**2.8% (annual)** **10.6% (cumulative)**	**Not yet determined**
Student attendance rate	**91.9%**	**92.3%**	
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	**11 or 5.6%**	**17 or 9.5%**	**17 or 9.3%**
Discipline incidents	**912**	**838**	**985**
Truants	**1**	**0**	**3**
Distribution of teachers by performance level on LEA's teacher evaluation system	**Do not currently rate by performance level**	**Do not currently rate by performance level**	**Do not currently rate by performance level**
Teacher attendance rate	**Not currently calculated**	**Not currently calculated**	**Not currently calculated**

LEA Appendix D: LEA Capacity Rubric

Criteria	Poor	Satisfactory	Commendable	Rating & Comments
LEA governance and decision making methods	LEA governance is structured in a method that allows for no district or school level decision making authority in regards to reform initiatives, with decision power held by the local school board	LEA governance is structured in a method that allows for district level decision making authority in regards to reform initiatives	LEA governance is structured in a method that allows for district and school level decision making authority in regards to reform initiatives, allowing for operational flexibility at the school level	**Commendable; also, CIG will support further development of advisory council and site council (this group will include a majority of students as well as faculty/staff and parent/community representatives)**
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	**Commendable**
Approval of the district in need of improvement and/or school in need of improvement plans	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	Commendable; current plans have been approved
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	Satisfactory; this process has begun with significant changes to the schedule to allow for time as well as training during the summer 2010 and with ongoing change leadership coaching throughout the grant period
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	Commendable; the team includes both administrators and representative teacher leaders; an external consultant will provide monitoring and implementation support; an external consultant will provide formative

				data throughout the grant period to support decision-making
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	Satisfactory; as noted above, a broad representation for this team is being developed; it is anticipated that this team will be broadened and in-place by October 1
This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion regarding LEA capacity.				

LEA Appendix E: Professional Development & Contracted Services Justification Form

1. **Description of Activity:**
   Formative and summative project evaluation.

2. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:**
   This request supports effective decision-making to carry out the project most effectively.

3. **Name of Contractor**:
   UCLA School Management Project

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

5. **Budget**: (*Include costs such as staff compensation, materials, contracted services and other related costs).*
   - Pittsfield Middle School – $12,500
   - Pittsfield High School – $12,500

6. **Beginning Date**: September 2010 **Ending Date**: June 2013

7. **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 service*s.) Evaluation documents

8. **Participants:** Students, parents, community members, staff

9. **Evaluation Process**: *(Describe how you will evaluate that services have been delivered successfully.)* Formative and summative evaluation documents

LEA Appendix F: *Equipment Justification Form*

Item Description: Set of classroom computers on cart with printer for portability		
Number to be purchased: 1	**Approximate cost per item:** $15,900 for computer, cart, printer, licenses	**Total Cost:** $15,900
Location: Various		
Purpose: Detail the following: • How will it support the program? Will support student research and writing • Who will use it? Students • How many students/staff will use it? All		
Reasonableness: • Justify the need; and • Explain how it is not otherwise available through the district. Limited access exists at present; this purchase will extend access		
Storage: Where will the equipment be located/stored Will be stored in classrooms		
Inventory and Tracking: Identify the person responsible the following: Entering equipment on Title I Equipment Inventory Report Technology coordinator Tracking equipment if moved from above location Technology coordinator Signing equipment in and out if equipment is approved for student use Technology coordinator Storing equipment over the summer Technology coordinator		

LEA Appendix G: **Application Scoring Rubrics**

New Hampshire Department of Education
1003(g) School Improvement Grant (SIG)
District Scoring Rubric
This version is to be used for any LEA that has at least one Tier I and/or Tier II AND a Tier III school.

SAU#: _____ **District Name:** _____ **Total # of Schools Applying:** _____

Reviewer Name:_____ _____ **District Score:** _____

Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear &complete; all areas addressed	Exemplary: well conceived &thoroughly developed	Reader Comments
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	
A - Schools to be served:						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
B - Descriptive Information – Evidence for each Tier I and Tier II school						
1) The needs assessment adequately addressed all areas on the *Needs Assessment Review Feedback Rubric* and the *Baseline School Data Profile was complete*. The LEA described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.	0	1	2	4	6	

2) Consider LEA's self assessment on the LEA Capacity Rubric (SEA application-Appendix D-must receive score of 20 or higher). **The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.** **Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-*Appendix E* .**	**0**	**1**	**2**	**4**	**6**	
3) 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).	**0**	**0**	**0**	**0**	**0**	

4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to: • **Design and implement interventions consistent with the final SIG requirements;** • **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;** • **How the LEA will align other resources with the interventions;** • **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and** • **How the LEA and school will sustain the reforms after the funding period ends.** **Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-*Appendix F***	**0**	**1**	**2**	**4**	**6**	
5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.	**0**	**1**	**2**	**4**	**6**	
6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.	**0**	**1**	**2**	**4**	**6**	
7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. **(Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).**	**0**	**1**	**2**	**4**	**6**	

8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.	**0**	**1**	**2**	**4**	**6**	
9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.	**0**	**1**	**2**	**4**	**6**	
10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.	**0**	**1**	**2**	**4**	**6**	
11) Described 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.	**0**	**1**	**2**	**4**	**6**	
Action Plan **Year 1 Action Plan is complete including:** • **Goal** • **Strategy** • **Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.** • **Resources** • **Timeline** • **Oversight** • **Monitoring of implementation** • **Monitoring of effectiveness** • **Funds needed** **The model chosen is clearly connected to the activities chosen in the Action Plan.**	**0**	**1**	**2**	**4**	**6**	

C – Budget						
1) Completed the Overview Budget grid	**0**	**0**	**0**	**0**	**1**	
2) Completed the Three Year School Budget Plan (1 per school)	**0**	**0**	**0**	**0**	**1**	
3) Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). *Include in comments section remarks as to the reasonableness of the expenses as presented.*	**0**	**0**	**0**	**0**	**1**	
D - Assurances						
1) Signed Assurance page	**0**	**0**	**0**	**0**	**1**	
E - *Waivers*						
1) Is the LEA applying for any waivers?	**0**	**0**	**0**	**0**	**0**	

LEA Appendix F: **Application Scoring Rubrics**

New Hampshire Department of Education
1003(g) School Improvement Grant (SIG)
District Scoring Rubric
This version is to be used for LEA's that have Tier I and/or Tier II schools only.

SAU#: _____ **District Name:** _____ _____ _____ **Total # of Schools Applying:** _____

Reviewer Name:_____ _____ **District Score:** _____

Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear &complete; all areas addressed	Exemplary: well conceived &thoroughly developed	Reader Comments
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	
A - Schools to be served:						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
B - Descriptive Information – Evidence for each Tier I and Tier II school						
1) The needs assessment adequately addressed all areas on the *Needs Assessment Review Feedback Rubric* and the *Baseline School Data Profile was complete*. Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.	0	1	2	4	6	

2) Consider LEA's self assessment on the LEA Capacity Rubric (SEA application-Appendix D-must receive score of 20 or higher). **The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.** **Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-*Appendix E* .**	**0**	**1**	**2**	**4**	**6**	
3) 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).	**0**	**0**	**0**	**0**	**0**	

4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to: • **Design and implement interventions consistent with the final SIG requirements;** • **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;** • **How the LEA will align other resources with the interventions;** • **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and** • **How the LEA and school will sustain the reforms after the funding period ends.** **Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-*Appendix F***	**0**	**1**	**2**	**4**	**6**	
5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.	**0**	**1**	**2**	**4**	**6**	
6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.	**0**	**1**	**2**	**4**	**6**	
7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. **(Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).**	**0**	**0**	**0**	**0**	**0**	**N/A**

8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.	**0**	**0**	**0**	**0**	**0**	**N/A**
9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.	**0**	**1**	**2**	**4**	**6**	
10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.	**0**	**1**	**2**	**4**	**6**	
11) Described 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.	**0**	**1**	**2**	**4**	**6**	
Action Plan **Year 1 Action Plan is complete including:** • **Goal** • **Strategy** • **Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.** • **Resources** • **Timeline** • **Oversight** • **Monitoring of implementation** • **Monitoring of effectiveness** • **Funds needed** **The model chosen is clearly connected to the activities chosen in the Action Plan.**	**0**	**1**	**2**	**4**	**6**	

C – Budget						
1) Completed the Overview Budget grid	**0**	**0**	**0**	**0**	**1**	
2) Completed the Three Year School Budget Plan (1 per school)	**0**	**0**	**0**	**0**	**1**	
3) Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). *Include in comments section remarks as to the reasonableness of the expenses as presented.*	**0**	**0**	**0**	**0**	**1**	
D - Assurances						
1) Signed Assurance page	**0**	**0**	**0**	**0**	**1**	
E - *Waivers*						
1) Is the LEA applying for any waivers?	**0**	**0**	**0**	**0**	**0**	

LEA Appendix F: **Application Scoring Rubrics**

New Hampshire Department of Education
1003(g) School Improvement Grant (SIG)
District Scoring Rubric

This version is to be used for any LEA that has a Tier III school only.

SAU#: _____ District Name: _____ Total # of Schools Applying: _____

Reviewer Name:_____ _____ District Score: _____

Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear &complete; all areas addressed	Exemplary: well conceived &thoroughly developed	Reader Comments
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	
A - Schools to be served:						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
B - Descriptive Information – Evidence for each Tier I and Tier II school						
1) The needs assessment adequately addressed all areas on the *Needs Assessment Review Feedback Rubric* and the *Baseline School Data Profile was complete*. Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.	0	0	0	0	0	N/A

2) Consider LEA's self assessment on the LEA Capacity Rubric (SEA application-Appendix D-must receive score of 20 or higher). **The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.** **Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-*Appendix E* .**	**0**	**0**	**0**	**0**	**0**	**N/A**
3) 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).	**0**	**0**	**0**	**0**	**0**	

4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to: • **Design and implement interventions consistent with the final SIG requirements;** • **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;** • **How the LEA will align other resources with the interventions;** • **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and** • **How the LEA and school will sustain the reforms after the funding period ends.** **Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-*Appendix F***	**0**	**1**	**2**	**4**	**6**	
5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.	**0**	**0**	**0**	**0**	**0**	**N/A**
6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.	**0**	**0**	**0**	**0**	**0**	**N/A**
7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. **(Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).**	**0**	**1**	**2**	**4**	**6**	

8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.	**0**	**1**	**2**	**4**	**6**	
9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.	**0**	**1**	**2**	**4**	**6**	
10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.	**0**	**1**	**2**	**4**	**6**	
11) Described 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.	**0**	**1**	**2**	**4**	**6**	
Action Plan **Year 1 Action Plan is complete including:** • **Goal** • **Strategy** • **Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.** • **Resources** • **Timeline** • **Oversight** • **Monitoring of implementation** • **Monitoring of effectiveness** • **Funds needed** **The model chosen is clearly connected to the activities chosen in the Action Plan.**	**0**	**1**	**2**	**4**	**6**	

C – Budget						
1) Completed the Overview Budget grid	**0**	**0**	**0**	**0**	**1**	
2) Completed the Three Year School Budget Plan (1 per school)	**0**	**0**	**0**	**0**	**1**	
3) Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). *Include in comments section remarks as to the reasonableness of the expenses as presented.*	**0**	**0**	**0**	**0**	**1**	
D - Assurances						
1) Signed Assurance page	**0**	**0**	**0**	**0**	**1**	
E - *Waivers*						
1) Is the LEA applying for any waivers?	**0**	**0**	**0**	**0**	**0**	