

School Improvement Grants

# Local Education Agency

## Application for FY 2013 New Awards

### Competition

Section 1003(g) of the  
Elementary and Secondary Education Act  
Fiscal Year 2013  
CFDA Number: 84.377A

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**State Name:** New Hampshire LEA Grant Application



**Intent to Apply Due: Monday, May 5, 2014**

**Applications Due: Monday, June 2, 2014**

U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016  
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Num 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

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## PART II: LEA APPLICATION

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive sub grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) 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 ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" 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.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2017.

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### **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 priority school;
- serve each priority school unless the LEA demonstrates that it lacks sufficient capacity to undertake one of these rigorous interventions in each priority school, in which case the LEA must indicate the priority school(s) that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a priority school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.
- budget for each priority 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 priority 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;
- 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>

## LEA APPLICATION REQUIREMENTS

### School Improvement Grant LEA Application Process

The NH DOE has developed an LEA application form that will be used to make sub grants 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, Tier II and or lowest priority schools as noted in the final regulations for the grant by the US Department of Education.

### **LEA Application and Grant Approval Timeline:**

Monday, May 2, 2014	LEA intent to apply and planning grant request due to the NH DOE
Monday 2, 2014	NH DOE review and approval of LEA planning grants
Monday, June 2, 2014	Complete LEA application due to the NH DOE
June 2 – June 13, 2014	Three step application review
July 1, 2014	LEA grants awarded by the NH DOE

### **Application Submission Information**

#### **Paperwork Required:**

LEAs submitting with priority schools

- Submit an intent to apply (page LEA-11), a planning grant template (page LEA-12) and the required budget information in the Online Grant Management System by May 5, 2014.
- Submit a complete application electronically to Paula.Delisi@doe.nh.gov and one hard copy to the NH DOE office (address below)
- 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 May 5, 2014.
- Complete grant applications must be received at the NH DOE by 4:00 pm no later than June 2, 2014.

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

Additionally, electronic copies should be sent to: Paula.Delisi@doe.nh.gov

*New Hampshire Department of Education  
Attn: Paula DeLisi  
101 Pleasant Street  
Concord, NH 03301*

## Eligible LEAs/Schools

New Hampshire was awarded the ESEA Flexibility Waiver on June 26, 2013. Therefore, it will be using the priority school definition and list.

<http://education.nh.gov/accountability-system/index.htm>

Eligibility for the Title I 1003(g) School Improvement Grants does not impact or eliminate eligibility for Title I 1003(a) School Improvement Grants (if available-based on funding). 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 priority schools

Priority 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;
- Use the guidelines from the NHDOE Teacher/Leader Effectiveness Plan to improve instruction by strengthening current evaluation systems.
- 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 according to the NHDOE suggested model 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 school wide “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.

Incorporate the Seven Turnaround principles as meaningful interventions to improve the academic achievement of students.

**Questions** Call Mary Earick at [Mary.Earick@doe.nh.gov](mailto:Mary.Earick@doe.nh.gov) or 271-6052  
 Kathryn “Joey” Nichol at [Kathryn.Nichol@doe.nh.gov](mailto:Kathryn.Nichol@doe.nh.gov) or 603-271-6087

# Title I 1003(g) School Improvement Grant FY 2013 for school year 2014-2015 Intent to Apply & Planning Grant Application

LEA/District: Stewartstown

SAU#: 7

Superintendent Name: Robert C. Mills

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: \_\_\_\_\_ on file at DOE \_\_\_\_\_ Date: \_\_\_\_\_

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

ELIGIBLE SCHOOL NAME				Planning to Apply
Stewartstown Community School				

District Mailing Address:

21 Academy Street  
Colebrook, NH 03576

Phone: 603-237-5571

Fax: 603-237-5126

E-Mail: [ccovill@sau7.org](mailto:ccovill@sau7.org)

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

Jennifer Mathieu

Mailing Address (if different from above): P O Box 120  
Stewartstown, NH 03597

Work Phone: 246-7082

Fax: 246-3311

E-Mail: [jmathieu@stewartstown.k12.nh.us](mailto:jmathieu@stewartstown.k12.nh.us)

<b>LEA Improvement Planning Committee Members</b>	
<b>Name</b>	<b>Group representing</b>
	(School staff, district staff, parents, or outside expert/facilitator)
Joy Steward Laurel Hemon Jennifer Mathieu	Teachers
Robert C. Mills	Superintendent of Schools

**Title I 1003(g) School Improvement Grant 2014  
Planning Grant Template**

**Planning grants of \$3,000 funded by Title I 1003(a) are available for any LEA that has at least one eligible priority school and plans to submit a complete Title I 1003(g) School Improvement Grant application. These budget items must also be entered into the NH Online Grant Management System.**

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources
Leadership team members along with outside consultants are going to plan the grant for the 14-15 school year using the needs assessment and our school improvement plan	Robert Mills  Jennifer Mathieu	The completed grant submitted to the NH Department of Education	05/21/14	06/02/14	Consultant Donna Beauregard  \$ 1,000/day stipend x 2.5 days = \$ 2,250 Hotel 2 nights @ \$ 80 = \$ 160 Travel = \$ 176  Total \$ 2,836.00



**Title I 1003(g) School Improvement Grant 2014-2015**

**LEA Application**

**SAU#:7**

**District Name: Stewartstown Community School**

**Superintendent: Robert Mills**

**Address: 21 Academy Street**

**City: Colebrook Zip: 03576 Tel: 603-237-5571**

**E-mail: ccovill@sau7.org Fax: 603-237-5126**

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

**Name: Jennifer Mathieu**

**Address: 60 School Street/ PO Box 120**

**City: Stewartstown Zip: 03597 Tel: 603-246-7082**

**E-mail: jmathieu@stewartstown.k12.nh.us Fax: 603-246-3311**

<b>LEA Improvement Planning Committee Members</b>	
<b>Name</b>	<b>Group representing</b> (School staff, district staff, parents, or outside expert/facilitator)
Robert Mills	Superintendent of Schools
Lydia Johnson	Principal
Donna Beauregard Paula Churchill	Outside Consultants
Joy Steward Jennifer Mathieu Laurel Hemon Meg Miller Sharon Ricker Alyssa Wonkka Dorothy Stebbins Rebecca Hodge John Kennedy	Teachers

Heather Leighton Jessica McAllaster	Parents
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**Pre-Implementation Guidance:**

**In the following first year Action Plan and Budget Narratives, the LEA must include any planned pre-implementation activities and expenses that are aligned with the chosen model. Approvable activities include the following:**

- Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.
- Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.
- Minor Remodeling of Facilities to Enable Technology:** Pay for the costs of minor remodeling that is necessary to support technology if the costs are directly attributable to the implementation of a school intervention model and are reasonable and necessary.
- Other:** Other activities that are appropriate and aligned with the successful implementation of the selected intervention model.



## Title I 1003(g) School Improvement Grant Action Plan

(Please complete one per school)

School name: Stewartstown Community School

<b>Goal</b>	A data-driven system is a process that allows all students equal opportunity to demonstrate what they have been taught and be able to do. Stewartstown Community School is dedicated to using data to support a continuous and informative process for the improvement of student learning. The School Improvement Process is a reflection of the commitment the school leadership team members are implementing to ensure growth and change for the sole purpose of increasing student learning. The staff will continue to ensure student improvement through professional development in the areas of curriculum development and Understanding by Design, as aligned to the Common Core State Standards.					
<b>Strategy</b>	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model					
<b>Proposed Activities for 2014-2015</b>	<b>Resources</b>	<b>Timeline</b>	<b>Oversight</b>	<b>Monitoring (Implementation)</b>	<b>Monitoring (Effectiveness)</b>	<b>Title I School Improvement Funds</b>
<i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>What existing and/or new resources will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<i>What evidence will be collected to document implementation?  How often and by whom?</i>	<i>What evidence will be collected to assess effectiveness?  How often and by whom?</i>	<i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Literacy consultant to work closely with the entire staff on strengthening the core reading instruction/program. Also, support instruction through valid and reliable assessments to select the intervention program and/or strategies that best match the learner. This person will provide corrective and constructive feedback to enhance teacher knowledge and student outcomes.	School Improvement Grant monies	Begin: August, 2014  End: June, 2017	Principal	The principal and consultant will work closely to have quarterly check-ins with teachers to assess the growth in the area of literacy. The consultant and principal will conduct informal and formal evaluations and other data during meetings.	The consultant and principal will analyze multiple points of data to evaluate:  AIMSweb: 3x/year by classroom teachers  NWEA: 3x/year by classroom teachers  Smarter Balanced: 1x/year by classroom teachers  local assessment: multiple times throughout the year by classroom teachers	\$100,750

Hire a full-time Rtl Interventionist to support personalized instruction in Reading and Math	School Improvement Grant monies	Begin: August, 2014  End: June, 2017	Principal	The principal will engage in informal and formal observations throughout the year.  The principal will meet on a quarterly basis with the Intervention Coach to review assessments, lesson plans, and intervention strategies.	AIMSweb: 3x/year by classroom teachers  NWEA: 3x/year by classroom teachers  Smarter Balanced: 1x/year by classroom teachers  local assessment: multiple times throughout the year by classroom teachers	\$60,013 year 1  \$63,376 year 2  \$65,315 year 3
A stipend will be offered to the principal, in addition to their yearly salary, for managing school-improvement grants and managing before-and-after school programs. This work will be done above and beyond the required duties of the principal. These monies will involve 29 days over the summer to monitor the School Improvement Grant.	District funds will pay for the yearly salary.  School Improvement Grant monies will be used to pay for the stipend.	Begin: August, 2014  End: June, 2017	Robert Mills, Superintendent	The superintendent will continue to check the management of the grants to ensure proper implementation. This will be done on a quarterly basis.	A document, providing the programs and attendance for each, will be collected as evidence.  The superintendent will monitor the grants management system to ensure effective implementation of grant-related activities.	\$11,000 year 1  \$ 11,500 year 2  \$ 12,000 year 3  (includes social security, retirement, workman's comp., and health insurance)
Moveable building materials will be purchased to divide the Multi-Purpose Room into smaller, quieter, and optimal learning environments for students.	School Improvement Grant monies	Begin: July, 2014  End: October, 2014	Robert Mills, Superintendent	The superintendent will oversee all building activities on a daily basis.	A survey will be given to the building staff to elicit information regarding the utilization of the new space.	\$30,000
Intervention-room furniture will be purchased for newly hired educators.	School Improvement Grant monies	Begin: August, 2014 End: December 2014	Principal	The principal will submit a purchase requisition form to order the necessary materials.	The principal will ensure that all equipment is delivered and given to the appropriate recipients.	\$2,200

**School name:** Stewartstown Community School

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 priority 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 priority will be asked to submit an intent to apply to the NH DOE. Each of these LEAs will be offered a \$3,000 planning grant to assist the district/school with required needs assessment for their final application, funded by Title I, Part A 1003(a) and/or 1003(g).**

**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 F (LEA Appendix C)*:**

- **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**
- **Does the school provide any of the following in order to offer increased learning time:**
  - a. **longer school day**
  - b. **before or after school**
  - c. **summer school**
  - d. **weekend school**
  - e. **Other**
- **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
- **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
- **The number of high school students who complete at least one class in a postsecondary institution;**
- **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
- **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**
- **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
- **Dropout rate;**
- **Student attendance rate;**
- **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 School-wide 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 B*). 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.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation
Stewartstown Community School			✓						✓

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

LEA’s with school(s) receiving SIG funds will sign an assurance that they will commit any State and Local funds to the school(s) and those resources will be aligned to the selected intervention model. This will be

monitored through budget checks during onsite visits and through monitoring of the LEA's online grants management system housed at the NHDOE.

- (3) The LEA must describe actions it has taken, or will take, to—
  - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected; LEA's will complete the capacity rubric found in LEA appendix D – located on page LEA 35.
  - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model; After selecting one of the four intervention models the LEA will use their self-assessment tool to set goals and objectives which would be found in the action plan located on LEA 20.
  - Recruit, screen, and select external providers, if applicable, to ensure their quality; The LEA will follow guidelines outlined in Toolkit on External Provider by the SEA as found in the LEA Application Technical Assistance Workshop – October 31, 2013.
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; The LEA will sign assurances that speak to operational flexibility. This assurance will be found in Section D – LEA 25.
  - Sustain the reforms after the funding period ends. The LEA will align other resources with the interventions this includes other local, state or federal funds including 1003(a). Title I, Part A; Title II; Title III and IDEA funds. Modify practices to more fully and effectively implement interventions by revisiting union and board agreements, hiring and staffing practices and flexibility in budgeting, time/schedules, and curriculum. Building staff capacity, repurposing staff and resource allocation will also be monitored.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II School, or each priority school, identified in the LEA's application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
  - Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; The LEA will submit annual updated action plans based also on their collection and analysis of beginning of the year, middle of the year and end of the year data.
  - Measuring progress on the leading indicators as defined in the final requirements. LEA's will submit the leading indicators through the INDISTAR system.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.  
N/A
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.  
N/A
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable. The LEA will sign an assurance that consultation with relevant stakeholders takes place. LEA's will complete the chart on LEA 16 – listing members of the Improvement Committee Page. The LEA will also keep notes including dates of relevant stakeholders meetings. These will be viewed annually by the NHDOE monitoring staff.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority school, it commits to serve.**

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

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Page LEA-23 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. LEA-24 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report that is reviewed through the steps in the action plan will need to be submitted each year. As part of the first progress report (due May 31, 2015), the LEA will be required to answer questions regarding the first year of implementation, update the three year budget overview if needed and provide a detailed budget narrative for year two. The progress report and included budgets will have to be approved by the NHDOE 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.

Using the example below, please complete the LEA Overview Budget grid below, providing the LEA and school level budget information.

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Priority ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Priority ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Priority MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Priority HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

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

**LEA Stewartstown Community School Budget**

School Name	Year I Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-implementation	Year 1 - Full Implementation			
Stewartstown Community School K-8	\$2,836	\$206,963	\$178,626	\$181,065	\$569,490
<b>LEA-level Activities</b>					
<b>Total Budget</b>					\$569,490

See LEA page 23 Three Year Budget Plan Template and LEA page 24 One Year School Budget Template.

### Three Year School Budget Plan

Account Category	Year 1 Pre-Implementation Budget Description	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<p><b>Salaries and Benefits</b>  <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>		Following contractual obligations, salaries for 1 certified teachers: Step 8 \$33,150 Social Security \$ 2,536 Retirement \$ 4,695 Worker's comp \$ 100 Health Ins. \$ 19,532	Following contractual obligations, salaries for 1 certified teachers: \$34,550 Social Security \$ 2,643 Retirement \$ 5,583 Worker's comp \$ 100 Health Ins. \$ 20,500	Following contractual obligations, salaries for 1 certified teachers: \$35,550 Social Security \$ 2,720 Retirement \$ 5,745 Worker's comp \$ 100 Health Ins. \$ 21,200	<b>\$60,013</b>	<b>\$63,376</b>	<b>\$65,315</b>
<p><b>Contracted Services</b>  <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i></p>	Consultant to support grant writing	Literacy consultant for 75 days @ \$1,200/day			<b>\$2,836 (consultant)</b>  <b>\$ 90,000 (literacy consultant)</b>	<b>\$ 90,000 (literacy consultant)</b>	<b>\$90,000 (literacy consultant)</b>
<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>							
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>							
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i></p>		Intervention room furniture for two new teachers: 2 file cabinets 2 teacher desks			<b>\$32,200</b>		

		<p>2 office chairs</p> <p>2 tables</p> <p>\$ 2,200</p> <p>Moveable room divides to construct a space for teachers and students to provide intervention and small group work</p> <p>\$ 30,000</p>					
<p><b>Professional Development Activities</b></p> <p><i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>							
<p><b>Travel</b></p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		<p>Literacy Consultant</p> <p>Travel Est. 180 miles day x 75 days x .50 mile \$ 6,750</p> <p>Hotel due to distance of travel</p> <p>50 days x \$ 80/night = \$ 4,000</p>			\$ 10,750	\$ 10,750	\$ 10,750
<p><b>Administration</b></p> <p><i>Include other costs associated with supporting plan implementation.</i></p>		Principal to manage grants, and before-and-after school activities			\$11,000	\$11,500	\$12,000
<b>Indirect Costs</b>		2.5% LEA admin. of funds			\$3,000	\$3,000	\$3,000
<b>Total</b>					\$209,799	\$178,626	\$181,065

**(Complete one per school)**

# ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE 2014-2015

(Please complete one per school)

Use this form to provide sufficient detail regarding proposed expenditure for the 2014-2015 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43). These must be linked to the action plan created for school improvement.

**School Name:** Stewartstown Community School

Account Category	Budget Detail		
	Narrative	Pre-Implementation Costs	Total Costs
<p><b>Salaries and Benefits</b>  <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>	<p>Due to the diverse learning styles and range of academic needs, we are in need of hiring an interventionist. This person will be paid based on contractual obligations.                      Hire teacher based on Step 8                      Salary \$ 33,150                      Social Security Tax 4 2,536                      Health Insurance \$ 19,532                      Worker's Comp. \$ 100                      Retirement \$ 4,695</p>		\$ 60,013
<p><b>Contracted Services</b>  <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i></p>	<p>A literacy specialist will be contracted for 75 days at \$1,200 per day. Travel and hotel will also be paid for.</p>	<p>Donna Beauregard                      \$2,836</p>	\$92,836
<p><b>Supplies and Materials</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>			
<p><b>Books</b>  <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>			
<p><b>Equipment</b>  <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i></p>	<p>Intervention-room furniture will be provided for the new teaching spaces. \$ 2,200                      The school will purchase moveable dividers to allow a space for small group instruction to occur. \$ 30,000</p>		\$32,200
<p><b>Professional Development Activities</b>  <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>			
<p><b>Travel</b>  <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Literacy Consultant                      Est. 180 miles per day x \$ .50/per mile x 75 days = \$ 6,750                      Hotel \$ 80/day x 50 days = \$ 4,000</p>		\$ 10,750

<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Principal to manage school improvement grants over the summer for an additional 29 days.		\$11,000
<b>Indirect Costs</b>	LEA		\$3,000
<b>Total</b>			\$209,799

**D. ASSURANCES:** An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

## **ASSURANCES:**

By signing below, the Local Educational Agency (LEA), Stewartstown School District, 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):

- Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements (US ED requirement);
- 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 (NHDOE requirement);
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations (NHDOE requirement);
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements (NHDOE requirement);
- The funds received under this grant will be used to address the goals set forth in the attached application (NHDOE requirement);
- Fiscally related information will be provided with the timeliness established for the program(s) (NHDOE requirement);
- 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 (US ED requirement):
  - **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**
  - **Does the school provide any of the following in order to offer increased learning time:**
    - longer school day
    - before or after school
    - summer school
    - weekend school
    - Other
  - **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
  - **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
  - **The number of high school students who complete at least one class in a postsecondary institution;**
  - **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
  - **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - Dropout rate;
  - Student attendance rate;
  - Discipline incidents;
  - Truants;
  - Distribution of teachers by performance level on an LEA’s teacher evaluation system (when available); and
  - 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 (NHDOE requirement);
  - 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 (NHDOE requirement);
  - The LEA will establish annual goals for student achievement in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds (US ED requirement);
  - If the LEA implements a restart model in a priority 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 (US ED requirement);
  - 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 (NHDOE requirement);
  - Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service (NHDOE requirement);
  - Additional resources will be aligned with the interventions (NHDOE requirement);
  - LEA’s practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively (NHDOE requirement); and
  - The reforms will be sustained after the funding period ends (NHDOE requirement) .

\_\_\_\_\_  
**Superintendent’s signature**

\_\_\_\_\_  
**Date signed**

\_\_\_\_\_  
**School Board Chair**

\_\_\_\_\_  
**Date signed**

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will 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.

- “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 school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**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.

- Waiver 4: School Improvement timeline waiver -- waive section 1116(b)(12) of the ESEA to permit LEAs to allow their priority Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014-2015 school year to “start over” in the school improvement timeline.
- Waiver 5: School wide program waiver – to waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school wide program in a priority Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

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

**And**

**List of Priority Schools**

**<http://www.education.nh.gov/instruction/priority-focus/priority-schools.htm>**

**LEA Appendix C: Baseline School Data Profile**

<b>School Name:</b>			
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.</b>	<b>70,200 minutes school year (excluding Lunch) 3,315 minutes Summer School</b>	<b>70,200 minutes school year (excluding Lunch) 1,980 minutes Summer School</b>	<b>70,200 minutes school year (excluding Lunch) 1,980 minutes Summer School</b>
<b>Does the school provide any of the following in order to offer increased learning time:</b> <ul style="list-style-type: none"> <li>• longer school day</li> <li>• before or after school</li> <li>• summer school</li> <li>• weekend school</li> <li>• Other</li> </ul>	<b>Summer School</b>	<b>Summer School</b>	<b>Before School Activities (planning stages) Summer School</b>
<b>The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model)</b>	<b>180 school days plus 13 summer school days</b>	<b>180 school days plus 12 summer school days</b>	<b>180 school days plus 12 summer school days</b>

<b>students attended school divided by the maximum number of days students could have attended school during the regular school year;</b>			
<b>Student dropout rate</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Student attendance rate</b>	<b>94.9%</b>	<b>94.6% As of April 30th</b>	<b>n/a</b>
<b>The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>The number of high school students who complete at least one class in a postsecondary institution;</b>	<b>N/A Stewartstown is only a K-8 school</b>	<b>N/A</b>	<b>N/A</b>
<b>The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Number of discipline incidents</b>	<b>79 all types</b>	<b>60</b>	<b>N/A</b>
<b>Number of truant students</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;</b>	<b>93</b>	<b>94.6</b>	<b>N/A</b>
<b>Student participation rate on State</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<b>assessments in reading/language arts and in mathematics, by student subgroup;</b>			
<b>Distribution of teachers by performance level on an LEA's teacher evaluation system</b>	<b>All teachers are on the same performance level</b>	<b>All teachers are on the same performance level</b>	<b>All teachers are on the same performance level</b>
<b>Teacher attendance rate</b>	<b>93.3</b>	<b>94.6</b>	<b>n/a</b>

**LEA Appendix D: LEA Capacity Rubric**

Criteria	Poor	Satisfactory	Strong	LEA Self-Assessment
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	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
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	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
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	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
Development of schools as professional learning communities	The school has not yet begun to address the practice of a professional learning community or an effort has been made to address the practice of professional learning communities, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in professional learning community 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 professional learning communities 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.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
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.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
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.	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong

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 on capacity.

***LEA Appendix E: Professional Development & Contracted Services Justification Form***

**1. Description of Activity:**

A literacy consultant will be hired to support and coach the classroom teachers and Title 1 staff. The consultant will ensure a consistent literacy plan is in place after three years for the entire building.

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

The literacy consultant will be constantly looking at data and giving input on students that are not making adequate progress every month.

**3. Name of Contractor:**

To be announced.

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

This contractor will have a masters in reading and writing.

**5. Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$ 1,200/per day x 75 days = \$ 90,000

**Travel:** 180 miles x .50/per mile x 75 days = \$ 6,750

Hotel 50 days x \$ 80/day = \$ 4,000

**6. Beginning Date:** 8-10-2014

**Ending Date:** 6-15-2017

**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 services.)* The service to be provided will be on quality instruction in the area of reading and writing.

8. **Participants:** Entire staff.

9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)* **We will evaluate with having a survey by the teachers and how the scores improve over time.**

***LEA Appendix F: Equipment Justification Form***

<b>Item Description:</b> We are purchasing desks and chairs for the new Title 1 person and the contracted literacy person.		
<b>Number to be purchased: 4</b>	<b>Approximate cost per item:</b> \$550.00 include per student or per teacher information	<b>Total Cost:</b> \$2,200
<b>Location:</b> Where will the equipment be used? This equipment will be used in the multi purpose room.		
<b>Purpose:</b> Detail the following: <ul style="list-style-type: none"><li>• How will it support the program? The equipment will allow staff to have a place to work and store valuable materials.</li><li>• Who will use it? The new staff will use the equipment along with small groups of students.</li><li>• How many students/staff will use it? 2 to 4</li></ul>		
<b>Reasonableness:</b> <ul style="list-style-type: none"><li>• Justify the need; and The new staff will need a place for holding materials.</li><li>• Explain how it is not otherwise available through the district. As of this upcoming year the district funds have been accounted for at this point.</li></ul>		
<b>Storage:</b> Where will the equipment be located/stored  Multi-purpose room		
<b>Inventory and Tracking:</b>		

**We will track the equipment at the end of every year.**

Identify the person responsible for the following: Principal

Entering equipment on Title I Equipment Inventory Report Yes

Tracking equipment if moved from above location Principal

Signing equipment in and out if equipment is approved for student use N/A

Storing equipment over the summer Multi-purpose room

**LEA Appendix F: Equipment Justification Form**

<p><b>Item Description:</b> To purchase moveable walls and doors (room dividers) to create a smaller, quieter and optimal learning environment for students..</p>		
<p><b>Number to be purchased: 3</b></p>	<p><b>Approximate cost per item:</b> \$ 10,000 Per staff member work space</p>	<p><b>Total Cost: \$ 30,000</b></p>
<p><b>Location:</b> Where will the equipment be used? This equipment will be used in the multi purpose room.</p>		
<p><b>Purpose:</b> Detail the following:</p> <ul style="list-style-type: none"> <li>• How will it support the program? The equipment will allow staff to have a place to work and store valuable materials.</li> <li>• Who will use it? The new staff will use the equipment along with small groups of students.</li> <li>• How many students/staff will use it? 2 to 4</li> </ul>		
<p><b>Reasonableness:</b></p> <ul style="list-style-type: none"> <li>• Justify the need; and The new staff will need a place for holding materials.</li> <li>• Explain how it is not otherwise available through the district. As of this upcoming year the district funds have been accounted for at this point.</li> </ul>		
<p><b>Storage:</b> Where will the equipment be located/stored  Multi-purpose room</p>		
<p><b>Inventory and Tracking:</b>  <b>We will track the equipment at the end of ever year.</b>  Identify the person responsible the following:  Entering equipment on Title I Equipment Inventory Report Principal  Tracking equipment if moved from above location Principal  Signing equipment in and out if equipment is approved for student use N/A  Storing equipment over the summer Multi-purpose room</p>		

**LEA Appendix G: Application Scoring Rubrics**

New Hampshire Department of Education  
 1003(g) School Improvement Grant (SIG)  
 District Scoring Rubric  
 Priority schools only. 2014-2015

SAU#: _____ District Name: _____						
Total # of Schools Applying: _____						
Reviewer Name: _____						
District/School Score _____ DATE _____						
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification	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	
<b><i>A - Schools to be served:</i></b>						
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><i>B - Descriptive Information – Evidence of each Priority School</i></b>						

<p>1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Review Feedback Rubric</i> and the <i>Baseline School Data Profile</i> was complete. Described the results of the needs assessment conducted for each priority school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.</p>	0	1	2	4	6	
<p>2) Consider LEA's self-assessment on the LEA Capacity Rubric (SEA application-Appendix D-must receive score of 20 or higher).</p> <p>The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each priority school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention &amp; Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Priority 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).</p>	0	0	0	0	0	

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final SIG requirements;</li> <li>• 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;</li> <li>• How the LEA will align other resources with the interventions;</li> <li>• How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</li> <li>• How the LEA and school will sustain the reforms after the funding period ends.</li> </ul> <p>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-<i>Appendix F</i></p>	0	1	2	4	6	
<p><b>5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each priority school identified in the LEA application.</b></p>	0	1	2	4	6	
<p><b>6) As part of the LEA's plan to monitor progress in each priority school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each priority school's assessment results.</b></p>	0	1	2	4	6	
<p><b>9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.</b></p>	0	1	2	4	6	

<p><b>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.</b></p>	0	1	2	4	6	
<p><b>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.</b></p>	0	1	2	4	6	
<p><b>Action Plan</b></p> <p><b>Year 1 Action Plan is complete including:</b></p> <ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Strategy</b></li> <li>• <b>Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</b></li> <li>• <b>Resources</b></li> <li>• <b>Timeline</b></li> <li>• <b>Oversight</b></li> <li>• <b>Monitoring of implementation</b></li> <li>• <b>Monitoring of effectiveness</b></li> <li>• <b>Funds needed</b></li> </ul> <p><b>The model chosen is clearly connected to the activities chosen in the Action Plan.</b></p>	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 (2014-2015) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<b>D - Assurances</b>						
1) Signed Assurance page	0	0	0	0	1	
<b>E - Waivers</b>						
1) Is the LEA applying for any waivers?	0	0	0		0	

