

Dear Grant Reviewers,

This grant application includes:

- a cover letter from the Superintendent
- an abstract written by the HS Principal
- the HS Principal's CV
- the revised grant application
- links to the Pillars of Transformation, prepared by a School Board Member

A Tale of Two High Schools

Hillsboro-Deering is a school district in need. In July 2010 the School Board developed several goals, one being to improve student achievement, as demonstrated by the district's NECAP results and other student assessments. The Board's first move toward accomplishing this goal was to hire an experienced superintendent to provide the leadership necessary to bring the district's staff together and to create a renewed focus on student achievement. I am that superintendent. I began my assignment on July 1, 2010.

All together, I have 37 years of experience in education. Those years have included work as a teacher and a principal, and for the past 17 years, I have had the pleasure of serving as a superintendent. Working closely and collegially with staff, I have been very successful in elevating student achievement. With full knowledge of what lay ahead, I sought the superintendent's position in Hillsboro-Deering with one objective in mind. I wanted to improve student performance significantly over the next 3 to 5 years.

To accomplish this goal, I want to redirect each teacher's focus toward student learning and student outcomes. Toward that aim, I must do two things. First, I must provide systems of support that will help teachers learn how to identify students who do not master competencies and how to work with them until they do. Second, I must build a high-performing professional team whose focus is to help every student perform to full capacity. To achieve both aims, the money attached to this grant is critical. Let me explain why.

When I first came to the district, I was given a brief history in school leadership. There had been, I learned, a high turnover of principals and assistant principals over a relatively short amount of time. Demands among staff and parents for improved student discipline were high; staff morale was low. Many classroom doors were closed, leaving content selection and instructional delivery up to the isolated adult in each room. A disconnection existed between people who populated the school and those who populated the community. Students complained that they were not academically challenged or that the curriculum was boring and irrelevant. Classroom efforts focused on teaching rather than on student learning and student outcomes. There were no safety nets to catch struggling students and no strategies for helping them to recover. Assessments were infrequent, and data did not inform daily instruction. The work that faced the high school and district was daunting.

These factors have contributed to the district's existing problems: inconsistent leadership, teachers functioning in isolation, a large segment of disengaged students, the absence of a rigorous, relevant curriculum, too few academic challenges for students, a lack of data analysis to inform instruction on a timely basis, a population of parents who are disconnected from their children's learning, and non-collegial practices that prohibit the construction of a professional learning community. These conditions have converged, creating perfect-storm conditions that have devastated the school and the community. I needed to to construct an instructional leadership team that would address some of the deteriorating organization structures that had likely contributed to students' underperformance

on the NECAP. I also needed to establish high academic expectations for students by building competency amongst district's staff.

Drastic action is necessary if we want all students to perform at high levels, but my experience told me that action can only occur if all members of the staff are united in their commitment to reform. I am confident now, after months in my position, that the staff is at last prepared and willing to work together to effect change. I undertook successful negotiations, resulting in a consensual memorandum of understanding that will 1) provide more staff involvement in activities designed to build content and pedagogical capacity, 2) improve instructional techniques, 3) create more time for student support, and 4) have teachers work collegially for the purpose of raising student achievement.

The negotiation process had a remarkable start. It began with the voluntary actions of several high-school teachers who spoke to members of the School Board, stating first that they were not pleased with the NECAP results, and second, that the entire high-school staff is committed to improving student achievement. I would like to add here that although some students excel academically and in a number of other ways, not all of our high-school students achieve at levels they are capable of. I also want to add that I believe the staff has the right talent, skills, and attitude to make a difference in student learning. Now it's up to all of us to do what's necessary to elevate student achievement.

Being new to the district, I believe we need a multi-faceted approach to bring about systemic change and to elevate student achievement. To that end, the district is repurposing its existing budget and money secured in this grant to transform the district's only high school into a school of excellence. We will begin by establishing an instructional leadership team in every department. We will adjust the schedule to give those teams time to work together to establish competencies, build assessments, coordinate academic initiatives, and redirect the professional focus from teaching to learning. We will also attend to staff training. Teachers need opportunities to acquire greater content knowledge. They also need job-embedded coaching to assist them in differentiating instruction to facilitate student learning. We must also begin reshaping the school culture, from one of disengagement and, in the view of some, hopelessness, to one of participation and optimism. Building and sustaining student leadership systems, creating a challenging, rigorous, and relevant curriculum, and increasing resources to address current trends in truancy and student discipline will be giant steps toward improving school culture. This grant will make these goals possible to achieve far sooner than we could otherwise hope.

Several initiatives are already underway. Transformation requires leadership with a strong background in curriculum, instruction and assessment (CIA). Leaders must also have time to be in classrooms, observing teaching and learning processes and providing thoughtful feedback. With that in mind, a principal with CIA expertise was hired, and I upgraded the position of assistant principal to an associate principal with a strong CIA background. I expect these leaders to work with teachers daily, shifting the focus from teaching to learning. If they are to be successful, they need help. So, I established two new positions: a Dean of Students and a Truancy/Homeless Coordinator. The Dean of Students will develop protocols for staff and students when dealing with discipline issues and will implement a plan to promote a respectful culture within the building. (S)he will handle the majority of disciplinary issues, freeing the principal and associate principal to work with teachers. A Truancy/Homeless Coordinator will

work with families to ensure that students attend school. (S)he will also develop strategies for engaging students in their learning and engaging parents in their children's education. A Curriculum Coordinator will be appointed in each department, and time will be allocated for coordinators to work with their teams and with each other.

With appropriate leadership now in place, our district's high school is ready to move forward. For example, with the support of this grant, 26 staff members can attend initial training in developing a professional learning community. This will be a head start in building an authentic professional learning community, as trainees become school leaders, thus building leadership capacity among staff. But support won't stop there. We will use grant funds to hire additional support, asking qualified consultants to work with us throughout the first and possibly subsequent years.

Funds will also allow us to hire academic-support coaches in English and Math to help teachers improve instruction and employ student-centered instructional strategies. These individuals will be key members of instructional teams designed to keep the focus on student learning and student outcomes. They will begin by assisting staff in using data from assessments taken in 8th-grade to place students moving into 9th grade in English and Math courses. They will use the same data to determine students' skill levels and assign students requiring additional support to classes that will give them the time and instructional support they need to build the fundamental understandings they need to undertake rigorous, challenging courses.

A new Web host will give parents instant and friendly online access to school-related information. In addition to finding updated schedules and announcements, parents will have passwords that connect them directly to a list of their children's names. Each name will be linked to each child's teachers, making it possible for parents to stay up-to-date with learning expectations, instructional objectives and plans, assignments, and grades. It is my goal that by providing a friendly window into classrooms, parents will become more involved in school activities, and most importantly, their children's performance.

A new student leadership initiative will expand the role of students in their own learning. Adults will work with students to show them how to speak up and take charge. Initiatives will promote student leadership and self-governance, all aimed at improving student performance.

Our district is on the threshold of enormous possibility. With the additional financial support from this grant, we will write *A Tale of Two High Schools*. We can replace our underperforming high school with one of rigor, vigor, and acclaim. Once structures and systems are in place, we will be able to perform at high levels, even in the absence of additional funds. Building capacity among staff, developing systemic structures, promoting a culture of respect, implementing a rigorous and relevant program of study, and engaging parents and community in student-centered initiatives will all contribute to the teachers' existing commitment to increased student achievement. I am excited to be a part of something very special and look forward to working with state officials in monitoring and sharing our success.

Dr. Alan Genovese, Superintendent

New Hampshire Department of Education



STATE OF NEW HAMPSHIRE
**American Recovery
and Reinvestment Act**



State School Improvement Grant Application

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

REVISED MARCH 22, 2011

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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: New Hampshire Department of Education	Applicant's Mailing Address: 101 Pleasant Street Concord, NH 03301-3860
State Contact for the School Improvement Grant Name: Stephanie Lafreniere . Position and Office: Title I State Director Contact's Mailing Address: 101 Pleasant Street Concord, NH 03301-3860 Telephone: 603-271-6052 Fax: 603-271-1953 Email address: Stephanie.lafreniere@ed.state.nh.us	
Chief State School Officer (Printed Name): Virginia M. Barry, Ph.D.	Telephone: 603-271-3144
Signature of the Chief State School Officer: X 	Date: Original-12/20/2010 Revision-03.03.2011 + Revision-03-22-2011
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*.-NH Title I 1003(g) SIG Eligible Schools. 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 planning grant to assist the district/school with required needs assessment for their final application, funded by Title I, Part A 1003(a).

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 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 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. 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 (page LEA -17) 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 (page LEA-19) that must align with the goals and parameters of the grant**
- **A One Year Detailed School Budget Narrative (page LEA-20), 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*):

Part 2

The NH DOE has included assurances (page LEA-21-22) within the NH SIG LEA application that Superintendents and the School Board Chair 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 2 of Section B 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.

Part 2: (1)

Design and implement interventions consistent with the final requirements.

- A SIG overview webinar will be provided January 27, 2011. Eligible applicants will have access to previously recorded webinars on the four SIG models.
- Each LEA will submit a letter of intent to apply for the SIG by April 1, 2011.
- Each LEA applicant with Tier I and Tier II schools will participate in the SIG Lessons Learned and Planning Recommendations webinar on February 16, 2011
- Planning grants will be awarded by April 8, 2011
- Complete applications will be due May 12, 2011
- Three step application review and scoring May 16 to June 10
 - a. Each LEA application will be evaluated by reviewers using the scoring rubric to evaluate the LEA application (two levels of review).
 - b. Meetings with LEA finalists will be held May 16 to June 10, 2011 to discuss reviewer feedback and clarifications needed
- If applicable, revised applications will be due June 10, 2011
- New SIG awards will be announced by June 15, 2011
- The NH DOE Title I staff and Statewide System of Support (SSOS) will continue to provide technical assistance throughout the application process and project period.
- The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric (*SEA Appendix F*)

Part 2: (2)

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*)

Part 2: (3)

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*)

Part 2: (4)

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*)

Part 2: (5)

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.

Section B-1

- 1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

LEAs are allowed to submit as part of the first year budget of their complete application, pre-implementation expenses that are reasonable and necessary to fully implement the selected intervention model at the start of the 2011–2012 school year. The grant application reviewers will analyze the budget requests by looking at the details of the activities noted within the first year action plan. They will compare this information with the expenses listed within the one and three year budget narratives.

- 2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

LEAs are allowed to submit as part of the first year action plan of their complete application, pre-implementation activities that are reasonable and necessary to fully implementation the selected intervention model for the 2011–2012 school year. The grant application reviewers will analyze the action plan activity requests by looking at the details of the expenses listed in the budget narratives and the selected model requirements. The reviewers will use the Pre-Implementation Approvable Activity Checklist (based partially on section J of the US ED FY2010 SIG guidance) as a guide:

- **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.

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 2011-2012 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. If concerns can not be appropriately resolved, funds will not be awarded to the LEA.

D. Descriptive Information:

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

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. Eligible applications will be reviewed and consensus scores assigned to each item by the final review team. Applications will be rank ordered by the total points awarded on the District Scoring Rubric. The final review team will then recommend to the NH Commissioner of Education based on the prioritized ranking 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 1 LEA intent to apply and planning grant request due to the NH DOE

April 8 NH DOE review and approval of LEA planning grants

May 12 Complete LEA application due to the NH DOE

May 16-June 10 Three step application review

by June 15 LEA grants awarded by the NH DOE

- (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 administration to continue the staffing required to oversee the SIG grantees and provide professional development and technical assistance to the LEAs and individual schools. The NH DOE will also try to continue the contract with a consultant (hired with FY 2009 ARRA funds) in an effort to maintain 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:

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.

- Waiver 1: Tier II Waiver –enabling the State to generate new lists of Tier I, Tier II and Tier III schools for its FY2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.
- Waiver 4: School Improvement timeline waiver -- 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 fully implement a turnaround or restart model beginning in the 2011-2012 school year to “start over” in the school improvement timeline.
- Waiver 5: Schoolwide program waiver – to 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, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.
- Waiver 6: Period of availability – waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b))to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014

NH assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with all 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

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	Amherst Middle School	330147000007			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		
Chesterfield School District	3302280	Chesterfield Elementary School	330228000036			X		
Claremont School District	3302340	Bluff Elementary School	330234000038			X		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 at Rumford	330246000060			X		
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	
Cornish School District	3302520	Cornish Elementary	330252000080				X	
Croydon School District	3302550	Croydon Village School	330255000081				X	X
Deerfield School District	3302580	Deerfield Community School	330258000082				X	
Derry School District	3302610	Ernest P. Barka Elementary School	330261000607				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 Elementary School	330288000102				X	
Epping School District	3302880	Epping High School	330288000103				X	X
Exeter Regon Cooperative	3300017	Cooperative Middle School	330001700107				X	
Fall Mountain Regional School District	3302990	Acworth Elementary	330299000112				X	X
Fall Mountain Regional School District	3302990	Alstead Primary School	330299000113	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			
Fremont School District	3303150	Ellis School	330315000132				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	
Goffham Randolph Sherburne Cooperative	3300035	Edward Fenn School	330003500141				X	
Goshen-Lempster Coop School District	3303300	Goshen-Lempster Coop School	330330000143				X	
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	
Hill School District	3303720	Jennie Blake School	330372000164		X	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		
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	Dr H O Smith School	330393000180		X	
Hudson School District	3303930	Hills Garrison Elementary School	330393000593		X	
Hudson School District	3303930	Nottingham West Elementary School	330393000513		X	
Inter-lakes School District	3303960	Inter-lakes Elementary School	330396000184		X	
Inter-lakes School District	3303960	Inter-lakes Middle Tier	330396000525		X	
Jaffrey-Rindge Coop School District	3304030	Jaffrey Grade School	330403000189		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	
Kearsarge Regional School District	3304040	Kearsarge Regional Middle School	330404000503		X	
Keene School District	3304050	Jonathan M. Daniels Elementary School	330405000199		X	
Keene School District	3304050	Symonds Elementary School	330405000206		X	
Laconia School District	3304140	Elm Street School	330414000209		X	
Laconia School District	3304140	Pleasant Street School	330414000212		X	
Laconia School District	3304140	Woodland Heights Elementary	330414000213		X	
Laconia School District	3304140	Laconia High School	330414000210	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 Middle School	330429000534		X	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	North Londonderry Elementary	330441000234			X
Londonderry School District	3304410	South Londonderry Elementary	330441000473			X
Manchester School District	3304590	Bakersville School	330459000240	X		
Manchester School District	3304590	Beech Street School	330459000241	X		
Manchester School District	3304590	Hallsville School	330459000249			X
Manchester School District	3304590	Northwest Elementary School	330459000505			X
Manchester School District	3304590	Wilson School	330459000263	X		
Manchester School District	3304590	Henry McLaughlin Middle School	330459000576	X		X
Manchester School District	3304590	Parkside Middle School	330459000255	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
Mascoma Valley Reg School District	3304670	Enfield Elementary School	330468000274			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
Merrimack Valley School District	3304760	Merrimack Valley Middle School	330476000506			X
Milford School District	3304830	Heron Pond Elementary School	330483000595			X
Milford School District	3304830	Jacques Memorial Elementary School	330483000507			X
Milton School District	3300616	Milton Elementary School	330061600295			X
Monadnock Regional School District	3304890	Gilsum Elementary School	330489000300			X
Monadnock Regional School District	3304890	Troy Elementary School	330489000305			X
Monadnock Regional School District	3304890	Monadnock Regional Middle School	330489000061			X
Monadnock Regional School District	3304890	Monadnock Regional High School	330489000301			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	
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	New Hampton Community School	330522000337	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	
Newport School District	3305310	Towle Elementary School	330531000344	X	
Newport School District	3305310	Newport Middle School	330531000093	X	
Northumberland School District	3305400	Groveton High School (Middle)	330540000529	X	X
Northwood School District	3305430	Northwood Elementary School	330543000348	X	
Nottingham School District	3305460	Nottingham Elementary School	330546000349	X	
Pelham School District	3305550	Pelham Elementary School	330555000600	X	
Pittsburg School District	3305700	Pittsburg Elementary School	330570000363	X	X
Pittsfield School District	3305730	Pittsfield Elementary School	330573000509	X	
Portsmouth School District	3305820	New Franklin School	330582000377	X	
Portsmouth School District	3305820	Mary C. Dondero Elementary School	330582000373	X	
Prospect Mountain JMA	3300049	Prospect Mountain High School	330004900619	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	
Rochester School District	3305940	Rochester Middle School	330594000395	X	X
Rollinsford School District	3305970	Rollinsford Grade School	330597000396	X	
Salem School District	3306060	Mary A. Fisk Elementary School	330606000404	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 Elementary	330615000410	X	
Seabrook School District	3306150	Seabrook Middle School	330615000601	X	X
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	
Stewartstown School District	3306360	Stewartstown Community School	330636000579	X	X
Stratford School District	3306450	Stratford Public School (Elem)	330645000428	X	X
Timberlane Regional School District	3306720	Pollard Elementary School	330672000436	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	
Weare School District	3306930	Weare Middle School	330693000023	X	
Westmoreland School District	3307020	Westmoreland School	330702000450	X	
White Mountains Regional School District	3307050	Lancaster Elementary School	330705000453	X	
White Mountains Regional School District	3307050	Whitefield Elementary School	330705000004	X	
White Mountains Regional School District	3307050	White Mountains Regional High School	330705000454	X	
Wilton-Lyndeborough Cooperative	3307115	Florence Rideout Elementary	330711000456	X	
Wilton-Lyndeborough Cooperative	3307115	Wilton-Lyndeborough Middle School	330711500110	X	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	

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 (2006-2009) was reviewed for elementary and middle schools, and three years of NECAP data (2007-2009) 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 three 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 146 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 December 2010).

Based on the most recent four years of data, no high school in New Hampshire (as of December 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

Student Achievement	Yes—LEA provided sufficient evidence of assessment and analysis	No—LEA did not provide sufficient evidence of assessment and analysis
<ul style="list-style-type: none"> • AYP data analysis (including subgroup trends) • Interim assessments to inform instruction • Data analysis meetings to examine student progress, analyze assessments, plan responses to students' challenges, and set goals for measurable improvements • School-wide measurable achievement goals which are shared by students, teachers, and administrators 		
Instruction		
<ul style="list-style-type: none"> • Common routines and procedures to maximize instructional time and time on task • Use of timely, actionable student data to inform instruction • Common model and language of instruction • Daily and consistent use of measurable objectives to drive instruction • Cycles of explicit instruction including checking for understanding of 100% of students • Rigorous questioning and assignments • Gradual release of responsibility with scaffolding to ensure student mastery of new learning • Protocol for consistently monitoring and giving teachers feedback on instruction • Common planning times with clear goals and outcomes • Strategic use of technology and other resources to enhance and differentiate instruction 		
Curriculum		
<ul style="list-style-type: none"> • Aligned with GLE's/GSE's • Mapped by grade level • Assessed with common assessments which are analyzed in departments or grade-level teams to inform instruction 		
Professional Development		
<ul style="list-style-type: none"> • District master PD plan and school-level PD plans with measurable objectives tied to student achievement and the implementation of research-proven strategies • Cycle of PD which includes instruction, modeling and structured practice within the classroom, and consistent feedback 		
Governance Structure		
<ul style="list-style-type: none"> • Governance/leadership which engages all stakeholders and facilitates effective decision-making • History of consistent, achievement-driven leadership • District policy/practices which may enable reform process • School policy/practices which may enable reform process 		
School Climate and Culture		
<ul style="list-style-type: none"> • School-wide routines and procedures to maintain safety and prioritize learning • Focus on achievement, high expectations, and academic success • Student engagement in classroom and school community • Behavioral program and evidence of effectiveness • Parent engagement and support • Community involvement, support, and resources 		
Process		
<ul style="list-style-type: none"> • Appropriate structure/tool • Realistic timeline • Thorough data collection • Thoughtful analysis 		

Stakeholder Involvement		
<ul style="list-style-type: none"> • Parents/community • Teachers/staff • School administration • District administrators/Superintendent • Local School Board 		
Outcomes		
<ul style="list-style-type: none"> • Recognized areas of weakness • Recognized areas of strength (with potential use to leverage improvement efforts) • Focus on high-leverage, research-based strategies for reform 		

SEA 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 type="checkbox"/> Satisfactory <input checked="" 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 type="checkbox"/> Satisfactory <input checked="" 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 type="checkbox"/> Satisfactory <input checked="" 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	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong

			exceeded.	
<p>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.</p>				

SEA Appendix E: Intervention and Budget Alignment Rubric

<p>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</p>		
<u>Criteria</u>	<u>Yes</u>	<u>No (reviewer comments)</u>
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 pre-implementation expenses and details are included in the first year budget and are approvable according to the SIG guidance.		
6. The budget is planned at a minimum of \$50,000 and does not exceed \$2,000,000 per year, per school		
7. The LEA has the financial resources to serve the number of Tier I, II and III schools that are indicated		
8. 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. NH DOE has hired a consultant to provide technical assistance to the SIG sites on at least a monthly basis. The consultant will use the federal SIG monitoring template to guide discussions and the collection of evidence. The annual monitoring cycle will include but not be limited to at least one onsite review each year. During these onsite visits the SEA will be examining the baseline data collected by the LEAs on the form found in *SEA Appendix G (LEA) Appendix C*.

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
<p>--No plan exists to identify external providers.</p> <p>--Available providers have <i>not been investigated</i> as to the successfulness of their school/LEA reform. (evidence would include documentation of increased student achievement, research-based interventions, resumes, performance evaluation results, history of organization, etc.)</p> <p>--Parents and community are not involved in the selection process</p> <p>--The roles and responsibilities of the LEA and the external provider are not defined</p> <p>--The LEA does not indicate that it will hold the external provider accountable to high performance standards</p>	<p>--A plan exists but is not in-depth to identify external providers willing to serve in the LEA's part of the state</p> <p>--Available providers have not been or limitedly investigated as to the successfulness of their school/LEA reform (evidence would include documentation of increased student achievement, research-based interventions, resumes, performance evaluation results, history of organization, etc.)</p> <p>--Parents and community have limited involvement in the selection process</p> <p>--The roles and responsibilities of the LEA and the external provider are not clearly defined</p> <p>--The LEA indicates that it will hold the external provider accountable to performance standards</p>	<p>--A timely plan exists to identify external providers willing to serve in the LEA's part of the state</p> <p>--Available providers have been thoroughly investigated as to the successfulness of their school/LEA reform (evidence would include documentation of increased student achievement, research-based interventions, resumes, performance evaluation results, history of organization, etc.)</p> <p>--Evidence on the chosen external provider shows potential to successfully facilitate school reform.</p> <p>--Parents and community are fully involved in the selection process</p> <p>--The roles and responsibilities of the LEA and the external provider are clearly defined</p> <p>--The LEA indicates that it will hold the external provider accountable to high performance standards</p>	
The LEA has or will align other resources with the interventions.			
Lacks sufficient information	Marginal-Requires revision/clarification	Good-Accepted as presented	Reviewer comments
<p>--Inappropriate or a few financial and non-financial resources have been identified.</p> <p>--Ways in which to align the interventions with resources</p>	<p>--Limited financial and non-financial resources have been identified.</p> <p>--For some of the resources identified, general ways to align to the intervention model have been provided.</p>	<p>--Multiple financial and non-financial resources have been identified.</p> <p>--For each resource identified, specific ways to align to the intervention model has been provided.</p>	

have not been 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
<p>--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements</p> <p>--Evaluation does not differentiate performance across categories.</p> <p>--The principal and teacher evaluation process includes one or no observations, based on school/student performance.</p> <p>--Dismissal policy is never utilized for ineffective teachers and principals.</p> <p>--Very little or no flexibility for hiring, retaining, transferring and replacing staff to facilitate the model.</p> <p>--Very limited or no additional instructional time added.</p>	<p>--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements</p> <p>--Evaluation indicates some differentiation of performance across a few categories.</p> <p>--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%.</p> <p>--Dismissal policy for ineffective teachers and principals is not provided, is unclear or is effective</p> <p>--Limited flexibility has been provided by the LEA to the school for hiring, retaining, transferring and replacing staff to facilitate the model.</p> <p>--Some instructional time is added (if model requires).</p>	<p>--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements</p> <p>--Evaluation clearly differentiates performance by 4 rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p> <p>--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.</p> <p>--A clear and effective dismissal pathway for ineffective teachers and principals is presented.</p> <p>--Flexibility has been provided to the school from the LEA for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p> <p>--Appropriate additional instructional time is added (if model requires)</p>	
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
<p>--No measurement of effectiveness of model's implementation provided.</p> <p>--No plan to adopt implementation of model</p> <p>--Provides no or limited description of availability of funding, staff, and other resources to continue the intervention.</p>	<p>--Some measurement of effectiveness of model's implementation provided.</p> <p>--Describes somewhat or not in detail how will adapt implementation to increase fidelity.</p> <p>--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.</p>	<p>--Continuous measurement of effectiveness of model's implementation will be conducted.</p> <p>--Describes how will routinely adapt implementation to increase fidelity.</p> <p>--Provides detailed description of availability of funding, staff, and other resources to continue the intervention s.</p>	

SEA Appendix G: Baseline School Data Profile

School Name: Hillsboro-Deering High School			
	2008-2009	2009-2010	2010-2011
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.	62,700	62,700	62,700
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> • longer school day • before or after school • summer school • weekend school • Other 	Summer School	Summer School	Summer School
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;	146/180 = 0.81	150/180 = 0.83	Incomplete data until the end of the school year
Student dropout rate	0.6%	0.6%	0.8%
Student attendance rate	93%	89.46%	91.86%
The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);	85	92	75
The number of high school students who complete at least one class in a postsecondary institution;	30	50	53
The number of students who complete advance coursework AND complete at least one class	115	142	128

in a postsecondary institution;			
Number of discipline incidents	209	572	936
Number of truant students	120	193	134
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;	190	190	190
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	Reading Math IEP group was too small to meet participation standard Econ.Dis. group was too small to meet participation standard	Reading Math IEP 98% 98% Econ.Dis. 100% 100%	Reading Math IEP 98% 97% Econ.Dis. 97% 32
Distribution of teachers by performance level on an LEA's teacher evaluation system	unavailable	unavailable	unavailable
Teacher attendance rate	99%	99%	99%

New Hampshire Department of Education



STATE OF NEW HAMPSHIRE
**American Recovery
and Reinvestment Act**



School Improvement Grant Local Education Agency 2011 Application

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

Intent to Apply Due: April 1, 2011
Full Application Due: May 12, 2011

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

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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 rank order the qualifying schools based on the final score on the District Scoring rubric and 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 based on the score on the District Scoring Rubric, as noted in the final regulations for the grant by the US Department of Education.

LEA Application and Grant Approval Timeline:

April 1 LEA intent to apply and planning grant request due to the NH DOE

April 8 NH DOE review and approval of LEA planning grants

May 12 Complete LEA application due to the NH DOE

May 16-June 10 Three step application review

by June 15 LEA grants awarded by the NH DOE

Application Submission Information

Paperwork Required:

LEAs submitting with Tier I and Tier II 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 April 1.

- Submit a complete application electronically to kbraman@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 LEA-11) by April 1.
- Submit a complete application electronically to kbraman@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 1, 2011.
- Complete grant applications must be received at the NH DOE by 4:00 pm no later than May 12, 2011.

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: kbraman@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 2006-2009 for elementary /middle schools, assessment years 2007-2009 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 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 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:

Kathryn “Joey” Nichol at knichol@ed.state.nh.us or 603-271-6087

Deborah Connell at dconnell@ed.state.nh.us or 603-271-3769

Title I 1003(g) School Improvement Grant 2011 Intent to Apply & Planning Grant Application

LEA/District: Hillsboro-Deering School Cooperative

SAU#: 34

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: 5/12/2011

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
Hillsboro-Deering High School		X		X

District Mailing Address:

SAU 34 78 School Street Hillsboro, NH 03244

Phone: 603.46.4466

Fax: 603.464.4053

E-Mail: agenovese@hdsd.k12.nh.us

LEA Improvement Planning Committee Members	
Name	Group representing <small>(School staff, district staff, parents, or outside expert/facilitator)</small>
Maryclare Heffernan, Mary Anne Byrne	Maryclare and Mary Anne are contracted facilitators. The work as consultants for SERESC, an educational consortium located in Bedford, NH.
Nancy Denu	Nancy is a community member, executive board chair of Hillsborough Pride, established in 2000; and a school-board candidate in 2011.
J.P. Marzullo	J.P. is an elected Deering selectman, as well as an entrepreneur.
Ginny Bartoldus	Ginny is a parent and former member of the School Board's communication committee.
Dr. Alan Genovese	Alan is Superintendent of Hillsboro-Deering School District, with 18 years of experience as a Superintendent, including experience with schools undergoing closure.

Virginia Leiby	Virginia is a School Board Member; a 2008 Hillsboro Citizen of the Year; creator of Math-in-a-Box; leader and director of community initiatives, such as those sponsored by the Hillsborough Historical Society; and an active school volunteer.
Patricia Parenteau	Patricia is the Director of Student Support Services for the district and a speech pathologist.
Dr. Linda Bullock	Linda is the Director of Curriculum, Instruction, Assessment, and Professional Development. She is a former teacher, university instructor, multimedia development manager, and educational publishing executive.
Dixie Tremblay	Dixie is the H.S. Principal. She is an experienced administrator and former social studies teacher.
Patricia L. Roberts	H.S. Curriculum Coordinator and acting Assistant Principal; experienced math teacher
Michael Boucher	Karen is the HS Special Education Coordinator. Gail is a HS Special Education teacher.
Karen Ralph, Gail Eaton	These members are all HS teachers. Jocelyn teaches Math. John directs Project Lead the Way. Michelle teaches English. Katherine teaches Science. Marc teaches Business.
Jocelyn Perrin, John Bramley, Michelle Prentiss, Katherine McCandless, Marc Payeur	Christine and Andre are student representatives. Christine is a junior. Andre is a freshman.

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

Mailing Address (if different from above):

Work Phone: 603.46.4466

Fax: 603.464.4053

E-Mail: lbullock@hdsd.k12.nh.us

**Title I 1003(g) School Improvement Grant 2011
Planning Grant Template**

Planning grants of \$3,000 funded by Title I 1003(a) are available for any LEA that has at least one Tier I or Tier II eligible 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
Consultation with representatives of SERESC, an educational consortium	Maryclare Heffernan, Mary Anne Byrne	Consultants began consultation with a conference call to the Director of Student Services and the Director of Curriculum, Instruction, Assessment, and Professional Development. A planning team was assembled and attended two full days of workshops, led by SERESC.	Conference Call on April 8m 2011. First workshop on April 21, 2011.	May 6, 2011.	\$2,964.00

Title I 1003(g) School Improvement Grant 2011

LEA Application

SAU#: 34 District Name: Hillsboro-Deering School Cooperative

Superintendent: Dr. Alan Genovese

Address: SAU 34 78 School Street

City: Hillsboro Zip:03244 Tel: 603.464.4466

E-mail: agenovese@hdsd.k12.nh.us Fax: 603.464.4053

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

Name:Dr. Linda Bullock

LEA Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
Maryclare Heffernan, Mary Anne Byrne	Maryclare and Mary Anne are contracted facilitators. The work as consultants for SERESC, an educational consortium located in Bedford, NH.
Nancy Denu	Nancy is a community member, executive board chair of Hillsborough Pride, established in 2000; and a school-board candidate in 2011.
J.P. Marzullo	J.P. is an elected Deering selectman, as well as an entrepreneur.
Ginny Bartoldus	Ginny is a parent and former member of the School Board's communication committee.
Dr. Alan Genovese	Alan is Superintendent of Hillsboro-Deering School District, with 18 years of experience as a Superintendent, including experience with schools undergoing closure.
Virginia Leiby	Virginia is a School Board Member; a 2008 Hillsboro Citizen of the Year; creator of Math-in-a-Box; leader and director of community initiatives, such as those sponsored by the Hillsborough Historical Society; and an active school volunteer.
Patricia Parenteau	Patricia is the Director of Student Support Services for the district and a speech pathologist.
Dr. Linda Bullock	Linda is the Director of Curriculum, Instruction, Assessment, and Professional Development. She is a former teacher, university instructor, multimedia development manager, and educational publishing executive.
Dixie Tremblay	Dixie is the H.S. Principal. She is an experienced administrator and former social studies teacher.
Patricia L. Roberts	H.S. Curriculum Coordinator and acting Assistant Principal; experienced math teacher
Michael Boucher	HS Guidance Counselor
Karen Ralph, Gail Eaton	Karen is the HS Special Education Coordinator. Gail is a HS Special Education teacher.
Jocelyn Perrin, John Bramley, Michelle Prentiss, Katherine McCandless, Marc Payeur	These members are all HS teachers. Jocelyn teaches Math. John directs Project Lead the Way. Michelle teaches English. Katherine teaches Science. Marc teaches Business.
Christine Aubrey, Andre St. Laurent	Christine and Andre are student representatives. Christine is a junior. Andre is a freshman.

Address: SAU 34 78 School Street

City: Hillsboro Zip:03244 Tel: 603.464.4466

E-mail: lbullock@hdsd.k12.nh.us Fax:603.464.4053

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
Hillsboro-Deering High School			X					X

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/EVIDENCE OF COMMITMENT:

- 1) **a. 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***

In April, the Superintendent of Schools received notification from the state that Hillsboro-Deering High School was one of five chronically underperforming schools. With an April 15th deadline for generating teacher contracts, the Superintendent and HS Principal examined the four possible intervention models. They conducted numerous conversations with DoE officials to understand the ramifications of each intervention model. Once the Superintendent and HS Principal understood their options, the HS Principal called an emergency staff meeting to inform the staff about the school's ranking and the different intervention models. Following the meeting, the Superintendent met with the teachers' bargaining unit and members of the School Board to discuss options and to consider obstacles to implementing each model. As a result, the Superintendent used points of discussion to draft a Commitment to Action for the purpose of eliminating contractual inhibitions and other systemic barriers to any intervention model. The School Board and teachers agreed overwhelmingly to support the Superintendent's Call to Action. The Call to Action was then translated into a Memorandum of Understanding (MOU), which was presented to the HS staff. The staff overwhelmingly supported the MOU as an indication of their commitment to being part of the restructuring solution. The Superintendent, moved by the staff's commitment to improve student achievement and their willingness to take responsibility for students' assessment results, worked with members of the School Board and teachers' union to choose the Transformation Model for School Improvement, paving the way toward applying for a School Improvement Grant.

In April, the School Improvement Grant (SIG) Committee met to begin the process of assessing needs. With the assistance of other district leaders, the Director of CIA & PD sought volunteers and recommendations for membership on a SIG committee. Once committee membership was

established to include representation of students, teachers, administrators, parents, and non-parent community members, the director hired the consulting services of SERESC, an educational consortium in Bedford, New Hampshire, to get started. Representatives from SERESC conducted two full-day planning sessions with all members of the Planning Team. SERESC representatives and members of the team assembled a variety of student performance and social data before the first planning meeting. That data included attendance rates, the numbers and varieties of disciplinary referrals, the variety in staff responses to behavior, and the results of *An Assessment Continuum of Schoolwide Improvement Outcomes* given to 34 HS staff.

As a result of the committee's data analyses, members:

- narrowed areas of focus to include curriculum, instruction, assessment, and data usage; school culture; and communication with stakeholders.
- identified the need for further information.

1) The Superintendent invited parents and community members to attend any or all of three brainstorming sessions held in different locations across the school community. Given the short timeline in which to arrange the meetings, and given the fact that the meetings had to be held during the district's April vacation, attendance rates exceeded expectations. More than 100 people participated in the forums, resulting in a wealth of information that focused on three basic questions: 1) What does the district do well in terms of providing student and community support, creating a positive school culture, and promoting student achievement? 2) What could the district do better in these areas? and 3) Given an ideal world, what changes would you most like to see in place to create a more positive school climate, offer outstanding student support, and increase student achievement? Responses were recorded, categorized, and combined into a single document called "What We Heard." The document was posted on the district's Website, shared with the public during a school-board meeting, and published in a press release.

Major Findings	Links to the Pillars of the Transformation Model
Participants requested a curriculum that reflected more rigor, relevance, and transparency.	Instructional and Support Strategies Time and Support
Participants requested more communication between the HS and parents and community.	Time and Support
Parents requested parent input	Teachers and Leaders

into teacher evaluations.	
Participants requested that greater attention be paid to elements of the school environment, such as establishing a respectful culture and creating an environment that supports students and their parents, academically, socially, and emotionally—all directed at improving student achievement.	Time and Support

2) Christine and Andre, student representatives on the SIG committee, reported the results of data generated by the HS student body after all students engaged in a school-culture workshop. The majority of the data they collected revealed that students desire a more welcoming and supportive school culture. They also wanted course options that were relevant to post-secondary goals. These responses tie to the SIG committee’s areas of focus and pillars of the Transformation Model.

3) Jocelyn Perrin, a HS math teacher on the committee, determined that the committee would find the results of the teacher survey more meaningful if values were calculated differently. During the time between the committee’s working days, Jocelyn recalculated survey results and returned to the second SIG meeting with more useful data.

Survey respondents evaluated school performance in 9 areas: standards-based curriculum, instruction, and assessment; data-based accountability and evaluation; structured reform strategies; leadership and governance; professional development; culture and climate; external support and resources; parental and community involvement; and extended learning activities. Jocelyn’s additional analyses resulted in the following data:

- 57% of respondents reported the use of a standards-based curriculum
- 44% said that both instruction and assessment were standards-based
- 39% reported data-based accountability
- 62% said that school structures gave all students, including IEP students, equal access to high academic achievement
- 50% reported the presence of a shared leadership structure dedicated to school improvement
- 59% said the school had a structure and process for developing and implementing a professional development plan aligned with school-improvement goals

- 57% recognized a healthy school climate
- 43% saw active parent and community involvement
- 48% described agreed that the school offered informal learning and extracurricular activities

At the second SIG committee meeting, members used the additional data from the community, students, and teachers and how the data tied to the four pillars of the Transformation Model to determine which goals the district would focus on for the sake of improving student performance. Those goals are:

1. Increase instructional rigor through deliberate instructional planning.
2. Increase instructional effectiveness through use of assessment data.
3. Create and sustain a positive school culture to engage all students.
4. Create and sustain an effective communication system that helps parents and other community members remain informed and engaged in school activities.

The Superintendent and the HS Principal then considered activities and partnerships that would align with the pillars of the Transformation Model. They considered activities related to: 1) increased and transparent academic rigor; 2) student academic, social, and emotional needs; 3) creating a more positive school culture to benefit students and staff; 4) job-embedded professional development to build staff capacity and provide support; 5) developing a teacher evaluation system that allows broader participation and is linked to student performance; and 6) an extensive effort to communicate with parents and community members.

In addition to using data to establish goals and activities to implement the Transformation Model, the Superintendent first evaluated existing HS leadership and whether that leadership reflected the specific points of the Transformation Model.

Members of the School Board, aware of student assessment data, sought new leadership in the district. In July 2010, School Board representatives sought an experienced Superintendent capable of improving students' academic performance. The School Board sought a candidate who could offer an outstanding track record in improving student achievement. The candidate clearly demonstrated a value for high expectations for learning and teaching. They selected Dr. Alan Genovese.

In turn, the School Board and Superintendent sought the same qualities in the leader of the High School. They sought candidates whose experience demonstrated skill at performing a transformational role. The principal's primary responsibility would be to create conditions that help educate every high-school student to the fullness of his/her capacity. The majority of the principal's time would be spent in the role of educational leader, whereby student learning would be the school's priority and all students would be offered a quality education that promotes high academic standards. Additionally, the principal would develop and implement

performance-based standards for students and staff, NCLB priorities, and focus on student achievement. One focus of the interviewing process was how the principal would align curriculum, instruction, and assessment to raise student achievement and how she/he would assist the staff in differentiating and personalizing instruction to achieve that aim. Dixie Tremblay was selected because she brought a proven track record under her leadership for improving student achievement, including having a school removed from the status of a School in Need in Improvement, meaning the school met AYP requirements for two consecutive years and beyond. (See the attached Curriculum Vita.)

Although procedures in choosing the leadership and the model for school improvement preceded needs assessments, those assessments correlated with the pillars of Transformation, indicating that district leadership had selected the appropriate path to school improvement.

In the 2010-2011 school year, the HS Principal began school improvement initiatives even before learning of the high school's academic status. Those initiatives included introducing the staff to new national core standards in English and Math, using the Alignment of Competency Rubric Validation to begin the review of competencies, and beginning to examine how the staff reports student achievement to all stakeholders.

b. 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. The LEA must demonstrate its capacity through the results of their completed LEA Capacity Rubric self assessment located in *LEA Appendix D*.

In the seven years prior to the current school year, high-school staff have met, engaged with, and said goodbye to five principals. As morale sank and trepidation set in, teachers came to depend more and more upon themselves and their personal resources to survive the constant leadership tide. Collegial dialogue all but disappeared. Planning directed at improving student performance became the domain of the individual, eliminating the possibility of school-wide reform. Leaders were regarded as temporary. Consequently, any proposals for change were given brief, if any, attention. Now, after so many years of insulation and isolation, the staff faces change again, this time in the form of school transformation. Whether the high school receives SIG funding or must be self-reliant, the leadership and staff are committed to instituting and supporting systemic changes.

The tumultuous beginnings and endings on the district's timeline encouraged members of the School Board to seek an adept and influential district leader. The leader they chose is Dr. Alan Genovese.

To build governance and to support effective decision making, the Superintendent then sought an effective HS Principal to assume leadership of the high school. He presented his choice to the board. Board members unanimously approved the Superintendent's decision, making Dixie Tremblay the HS Principal.

Lastly, one position at the district level remained to be filled—a director to oversee curriculum, instruction, assessment, and professional development (CIA & PD). The Superintendent and HS Principal assembled a leadership team to begin the search and conduct interviews. The team selected Dr. Linda Bullock, and her name was submitted to the School Board for approval. The director began work in October 2010.

With the leadership team complete, the Superintendent established weekly meetings for the purpose of governance and decision-making. Three of the four monthly meetings include the Superintendent, the principals of all schools in the district, the Director of Student Support Services, the Director of Curriculum, Instruction, Assessment, and Professional Development, the district's Business Administrator, and the Director of Technology. This group expands one week each month to include assistant principals and Title I and special-education coordinators.

School leaders and directors work with the Superintendent as part of a District Leadership Team to initiate and support reform initiatives and to provide operational flexibility at the school level. The Business Administrator gives fiscal guidance and helps the team members assemble working but flexible budgets for the purpose of supporting students, staff, and activities aimed at school improvement. Because the Superintendent and Business Administrator are participants in all leadership meetings, both men direct and communicate activities to ensure sound fiscal management.

Within the district's business office, the Business Administrator works with an accountant, a payroll and benefits manager, and an Accounts Payable bookkeeper to maintain the fiscal integrity of the district's budget and all federal, state, and local grants.

Given the Superintendent's and Business Administrator's participation in all school-board meetings, school-board members have resources at hand at every meeting to ensure that the district is financially responsible in initiating and sustaining systemic reform initiatives. Those initiatives are responses to NH DoE-approved School in Need of Improvement Plans at the elementary, middle, and high-school levels.

Recognizing the need to sustain reform if student achievement is to be affected significantly, the Superintendent proposed building Professional Learning Communities across the district. He presented the initiative first to members of the District Leadership Team. The Director of CIA and PD presented the idea to members of the district's Professional Development team for review. Members included teacher representatives from every school, a school principal, teacher mentors, a school-board member, a parent, and a community representative in an effort to reach out to as many stakeholders as possible.

The team sought more information on the effectiveness of such a strategy in promoting school reform. They began by reading research studies conducted by graduate students at New England College. They also invited one of the students, an assistant school principal, to speak to the team to describe the process and obstacles in creating a successful PLC.

After receiving feedback from members of the District Leadership Team and the Professional Development Committee, the Superintendent presented a plan for formal training in developing a PLC to members of the School Board. The plan was approved, and the Superintendent then

worked with the Business Administrator and Director of CIA & PD to begin seeking partners to assist the district in the process of establishing an authentic PLC.

After choosing the best possible partner, the Superintendent and Business Administrator determined that it would be possible to send 24 individuals for three days of formal training before the beginning of the 2011-2012 school year, with the express purpose of learning how to assist colleagues in establishing and sustaining an effective PLC. Those participants have been identified and travel and accommodations have been arranged.

In support of promoting improved organization and structure, school improvement funds will allow the district to

- hire professional services, like those provided by the DuFours, to train teachers in establishing and sustaining a Professional Learning Community.
- hire professional services, like those provided by Paul Farmer, to sustain the PLC initiative and provide job-embedded professional development in PLC structures and processes.
- provide teachers with technological tools, training, and ongoing support to improve student learning.

Although the PLC reform effort will be in its infancy in Year 1 of School Improvement, plans are underway for training all district staff in September and providing ongoing support throughout the school year. This financial commitment will remain in place for the district, even if district leaders must rely solely on local and state sources of funding.

Next in the district's steps toward school reform is a summer Professional Development program for all HS staff. The Professional Development Program, supporting the pillars of *Instructional and Support Strategies* and *Time and Support*, will be held this summer, as the first in a two-part summer program designed to fulfill two major purposes.

- 1) First, the program will inform staff of the changes inherent to the School Improvement Plan.
- 2) Second, the program will bring individuals out of individual classrooms to work with and become a staff united by a common purpose—school improvement as it's defined by improved student performance, increased community engagement, and a positive school climate for students, parents, and staff.

The program, scheduled at three times over the summer to provide flexibility for participants, will be completed in 3 days in the first summer and 5 days in the subsequent summer. The purpose of the first summer program will be to:

- create a shared vocabulary for the purpose of the "discourse of change."
- discuss the elements of a standards-based classroom.
- assemble an action plan to be sure that standards-based instruction begins immediately in the new school year.

Teachers and school leaders will work together to establish an agenda for the second program, held in the summer of 2012, before the conclusion of the 2011-2012 school year.

Like the PLC initiative, the summer Professional Development programs have the full support of the teachers' bargaining unit and school-board members. That support means that the LEA has full capacity to use local funds, Title IIA funds, and school improvement funds to provide both

adequate resources and related support to the HS *and* human and financial resources to effectively implement the reform initiatives described above.

The LEA and HS will depend on School Improvement Funds to:

- hire two Instructional Coaches, a Math Coach and an English/Reading/Language Arts Coach, to provide job-embedded professional development for Math and English teachers throughout the school year.
- provide job-embedded Professional Development in Mathematics and English pedagogy through an institution of higher-education.

To address the goal of improving school climate, The LEA and HS will depend on School Improvement Funds to:

- hire the services of a partner specializing in school climate improvement and respectful schools research and evaluation. The HS Principal will issue RFPs to possible partners, such as Main Street Academix, an educational consulting firm.

The explanations above reflect the criteria established in the LEA Capacity Rubric Self-Assessment in *LEA Appendix D*, which is completed and part of this application.

- 2) **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).**
Please note: 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 II 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.
- 3) **For each school the LEA is committed to serve, provide a brief 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 record of increased student achievement as a result of proposed interventions;**
 - **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.**
- 1) Working with partners to establish a Professional Learning Community will accomplish several goals in support of the Transformation Model.
- A) Continuously using data to inform and differentiate instruction.

- B) Professional development that helps teachers design instruction for diverse learners and respond more readily to students' needs as they are reflected in assessment data.
- C) The initiation and maintenance of job-embedded professional development.
- D) Professional development that provides teachers with the tools and support to nurture teacher leadership and self-governance.

Recognizing that launching an effective PLC will require ongoing support for her staff, the HS Principal will work with teacher participants who received training prior to the 2011-2012 school year to determine the best way to deliver initial and ongoing training for the entire HS staff. If the team's decision is to choose one or more partners, the HS Principal or her designee will seek and share RFPs to identify the best possible candidates for the task. Should the committee find that the cost for the best partner for the task exceeds limits established by the DoE, the Superintendent, in a show of complete support for the staff and HS Principal, is committed to providing additional funding to make the partnership possible.

In support of the pillars of *Instructional and Support Strategies* and *Time and Support*, the HS Principal will also use RFPs to select partners to help her staff:

- create consistent and student-focused instructional planning tools and strategies
- provide job-embedded professional development
- establish a positive school climate built upon mutual respect
- identify effective strategies for increasing community-oriented services and support.

The district's Superintendent and the HS Principal, hired specifically for her abilities to lead a school transformation, recognized the need to establish a Professional Learning Community (PLC) within the HS. Ordinarily, both leaders would have gone through a normal search-and-selection process. However, because each had extensive training and experience in the subject and because each recognized the value of "hitting the ground running" in the new school year, the Superintendent and the HS Principal decided that the most effective partners, based on experience and established research, were the DuFours. Consequently, they planned initial training for a group of teacher leaders and district support staff. Richard and Rebecca DuFour are representatives of Solution Tree and authors of *Professional Learning Communities at Work*. Richard DuFour supervised one of three schools in the nation to win the USDE Blue Ribbon Award and one of the first comprehensive schools designated a New America High School by USDE as a model of successful school reform.

2) Research shows that partnerships with institutions of higher learning can be effective in providing job-embedded professional development designed to improve student performance. Such training, in support of *Instructional and Support Strategies*, gives teachers additional strategies for the purpose of differentiating instruction in response to data. The HS Principal will select a higher-education partner such as the University of New Hampshire. Selection will be determined by the institution's proven ability to provide specific guidance in using student data to inform instruction and to provide embedded training in strategies for differentiating instruction.

3) To support the transformation process and the goal of bringing all students to an 80% achievement level in Reading and Math on the NECAP, the HS Principal will alter the school schedule to support the four tiers of the Transformation Model.

- The schedule will give teachers increased time to work together to analyze student data, plan instructional responses to the data, and analyze subsequent assessments to determine the effectiveness of those responses. Teacher teams will meet for one and one-half hours every two weeks.
- The scheduled collaborative planning sessions will promote teacher governance and data-driven instruction.
- The scheduled common planning opportunities will help establish teacher teams as part of the PLC initiative.

4) Results of GMADE, GRADE, and NECAP tests administered in 8th grade will be used to place incoming 9th-graders in Math and English classes appropriate to their performance levels. They will also be used to place students in additional Math and Reading Literacy classes in order to give students in need of instructional support more time on task.

5) A PLC committee of teachers will devise strategies for recruiting and monitoring students who will meet with teachers for additional instruction or support after school. Members of the committee will select and implement recruitment strategies, choose methods for monitoring the success of the increased instructional time, and help teachers collect performance data on participating students. Committee members will analyze data at the end of each marking period and use the data to make adjustments to the program.

6) To strengthen the *Time and Support Tier* in the first year of activity implementation, a PLC committee of teachers will:

- research successful advisory programs operating in schools across the state and country.
- survey students, parents, teachers, and community members on their visions of an effective Advisory program.
- consult with partners whom the HS Principal will recruit and hire for the purpose of improving school climate to discuss strategies for creating an Advisory program that works hand-in-hand with school-climate initiatives.
- conduct site visits to observe successful programs at work.
- propose a data-based Advisory program to colleagues at faculty meetings and to students and parents through the local newspaper, on the school Website, and through parent and community forums.

- use information gathered from staff, students, and parents to produce a final model for an Advisory program.

In the second year, the PLC committee will meet to develop an Advisory Curriculum. Again, they will conduct research, contact individuals and groups currently involved in successful Advisory programs, and solicit input from students, parents, and staff to design a curriculum. They will determine the best means of presenting the final curriculum for review by all members of the school community. After gathering data and using these data to modify the curriculum, committee members will publish the final curriculum for implementation in the third year. They will also create a plan for monitoring the success of the Advisory program in the third year.

7) To support the *Time and Support Tier* of the Transformation Model, the HS Principal will request proposals from partners able to help the HS assemble and support a Student Leadership Team guided by Adult Mentors. The intent of the partnership will be to help student leaders and their mentors design and implement social, emotional, and community-oriented activities to promote a positive school climate and build connections with the larger community. Potential partners, such as Dr. William Preble of Main Street Academix, will be able to demonstrate a record of success in helping high schools rely on student leadership to build and maintain a positive school climate. The HS Principal will seek proposals from potential partners in the first year of the SIP and select a partner to begin working with students and mentors within the first semester of the 2012-2013 school year.

8) Immediately after arriving at the district in the summer of 2010, the Superintendent identified communication between school and community as a valuable means of improving student performance. Consequently, he began participating in meetings with civic organizations, board members of the local Chamber of Commerce, business leaders, officials elected to local government, School Board members, and parents and other community members through advertised public forums to communicate news related to student learning and progress. These meetings also gave families and community members a means of expressing concerns, answering questions, and contributing ideas. In the 2011-2012 school year, the Superintendent will expand the communication network he has constructed this year. Responding to requests from community members and parents, he has recently begun and will continue to write weekly or bi-weekly articles for two local newspapers, the primary sources of ready information for local residents.

9) The Superintendent invited parents and community members to attend any or all of three brainstorming sessions held in different locations across the school community. These forums became the first events in a new initiative—increasing family and community engagement through participation in public meetings.

Despite the need to hold the meetings during the district's April vacation, attendance rates exceeded expectations. More than 100 people participated in the forums, responding to these questions: 1) What does the district do well in terms of providing student and community support,

creating a positive school culture, and promoting student achievement? 2) What could the district do better in these areas? and 3) Given an ideal world, what changes would you most like to see in place to create a more positive school climate, offer outstanding student support, and increase student achievement? Responses were recorded, categorized, and combined into a single document called “What We Heard.” The document was posted on the district’s Website, shared with the public during a school-board meeting, and published in a press release.

Major Findings	Links to the Pillars of the Transformation Model
Participants requested a curriculum that reflected more rigor, relevance, and transparency.	Instructional and Support Strategies Time and Support
Participants requested more communication between the HS and parents and community.	Time and Support
Parents requested parent input into teacher evaluations.	Teachers and Leaders
Participants requested that greater attention be paid to elements of the school environment, such as establishing a respectful culture and creating an environment that supports students and their parents, academically, socially, and emotionally—all directed at improving student achievement.	Time and Support

Next year, to strengthen the *Time and Support Tier* of the Transformation Model, the Superintendent will continue this public-forum initiative, as he schedules, advertises, and conducts monthly meetings among the towns of Hillsboro, Deering, and Washington. To encourage attendance, the Superintendent will involve the HS principal and other district staff in communication efforts, including school-to-home phone messages, mailed invitations, and newspaper advertisements. The HS Principal will assist the Superintendent in increasing community involvement by giving HS students opportunities to earn service-project hours during the public forums by providing child care and serving meals. In Year 2, the HS Principal will work with staff and students to explore means of expanding family and community participation further.

10) In the current year, the Superintendent has heard from students, parents, and other community members that the district and school Websites are unfriendly, difficult to navigate, incomplete, and inconsistent. Parents have communicated their need to know about their

children's class assignments and grades. They have also requested more information about academic expectations in classes, timely homework and project announcements, and a means of contacting teachers through the school's online site. In response, the Superintendent assigned the Director of Technology and his team to research potential Web tools that would satisfy students' and parents' needs and also make it easier for teachers to create and maintain Web pages for their students. The team narrowed the list of potential Website providers and invited company representatives to speak to the Superintendent and other district leaders. Consequently, district leaders chose a provider and a template for the district's new Website. The Superintendent allocated funds for the new tool, and the Director of Technology is creating a flexible training schedule for the fall to help all staff build their Web pages and acquire the expertise they need to maintain them. The new Web tool will be another communication initiative designed to engage parents in their children's education, thus helping to promote student success.

At the end of the first year of use, the Director of Technology or his designees will survey students, teachers, parents, and other community members to evaluate the effectiveness of the Website in terms of ease of use; effectiveness as a communication tool; breadth and depth of accessible information; ready access to critical information; timeliness of information; and specific suggestions for improvement. The director will summarize and present the results of the survey at a school-board meeting and on the Website. The director and his team will then confer with district leaders to determine what, if any, changes are necessary to improve the Website's functional capacity. He will then notify staff, students, parents, and community members of the changes and build a schedule for completion of each change.

11) In staff meetings and discussions with teacher bargaining units prior to adopting the Transformation Model, teachers stated publicly a willingness to institute a new performance evaluation system for students based on both achievement *and* academic practices, or habits of mind. In response to this spoken support and to strengthen the *Instructional and Support Strategies* of the Transformation Model, a Systemic Student Evaluation PLC committee of students, teachers, parents, district leaders and other stakeholders will meet monthly in Year 1 to finalize a new student evaluation program. Systemic Student Evaluation PLC members will confer with and collect feedback from students, staff, parents, and other community members through presentations at student leadership meetings, staff meetings, parent advisories, school-board meetings, and the Superintendent's public forums. By the end of Year 1, the PLC will be prepared to submit the final student evaluation plan to the Superintendent for approval. In Year 2, the HS principal will assign Systemic Student Evaluation PLC members and members of her leadership team to provide job-embedded professional development in the features and application of the new student evaluation plan. She will also present the plan to parents and other community members at one or more Parent Advisory meetings and at the Superintendent's Public Forums. The new evaluation plan will be in effect at the beginning of Year 2.

12) In support of *Teachers and Leaders* in the Transformation Model, the district's Professional Development Committee (PDC), composed of students, teachers, parents, district leaders and

other stakeholders will meet monthly in Year 1 to build and finalize a new professional evaluation program that includes a set of rewards linked to student growth.

Although members of the PDC will determine rewards, it is predicted that they may include stipends, attendance at national conferences, and extended professional development opportunities. PDC members will confer with and collect feedback from students, staff, parents, and other community members through presentations at student leadership meetings, staff meetings, parent advisories, school-board meetings, and the Superintendent’s public forums. By the end of Year 1, the PDC will be prepared to submit the final Professional Evaluation Plan to the Superintendent for approval.

In Year 2, the HS Principal will present the approved Professional Evaluation Plan to the staff and seek feedback from the staff for steps that should be taken to ensure that everyone is prepared for the new evaluation system. Those steps may include training staff volunteers in the use of the Professional Evaluation system. Trained volunteers will then provide job-embedded professional development in the features and application of the new evaluation plan. The new evaluation plan will be in effect throughout Year 2.

4) 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.

This key applies to the following chart:

Pillars of the Transformation Model	Abbreviations
Teachers and Leaders	TL
Instructional and Support Strategies	ISS
Time and Support	TS
Governance	G

<i>In Preparation for Year 1 Activities</i>	Links to the Pillars of the Transformation Model	Links to Student Learning
<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> • The HS Principal began the search for highly qualified staff to provide job-embedded professional development. • The HS Principal will conduct 3 days of Professional Development <i>prior to</i> Year 1 to help the staff become familiar with and prepared to engage in the implementation of school-improvement activities. The PD will allow staff to “use the same vocabulary while reading from the same page.” That is, everyone will become grounded 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> • the use of data to drive decisions and planning (ISS) • the provision of job-embedded professional development (ISS) • the use of student achievement and growth results to determine appropriate action (ISS) • the selection of reform initiatives based on student needs (ISS) • the recruitment of staff able to assist in the implementation of reform initiatives (TL) 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> • Research tells us that the best indicator of student success is a highly qualified instructor. • A new emphasis upon using assessment data to drive instruction began in the 2010-2011 school year. New assessments for Reading and Math were administered for incoming freshmen. Other data, including NECAP results, will be presented to the staff before the conclusion

<p>in and prepared for upcoming school-improvement changes.</p> <ul style="list-style-type: none"> • To support 9th and 10th-grade teaching teams from the first day of the 2011-2012 school year, 5 9th-grade teachers and 5 10th-grade teachers will work for 25 hours each during the summer to plan strategies, build interdisciplinary connections, and establish team and student expectations for increased academic success. <p>Organization and Structure</p> <ul style="list-style-type: none"> • The HS Principal redesigned the school schedule in preparation for Year 1 reform initiatives, including: 1) increasing learning time for students requiring additional instructional services, according to assessment data, and 2) increasing time for teachers for the purpose of planning, data analysis, instructional feedback, and PLC work. • The HS Principal began the search for a Dean of Students to assist with establishing a positive school climate beginning in Year 1. The Dean of Students will focus on student discipline and 504 implementation, allowing the HS Principal and Associate Principal can spend more time in classrooms, working on curriculum, instruction, assessment, and data usage to improve student performance. • The HS Principal began the search for an Associate Principal whose functions will include providing operating flexibility for program implementation, providing job-embedded professional development, assisting with the development of a new evaluation system linked to 	<p>Organization and Structure</p> <ul style="list-style-type: none"> • increasing student learning time and teacher working time (TS) • creating a new HS schedule to accommodate reform (TS) <p>School Culture</p> <ul style="list-style-type: none"> • the promotion of student and teacher leadership in self-governance (G) • partnering with experts to improve school culture in order to attend to the social and emotional well-being of HS students and staff (TS) <p>Communication</p> <ul style="list-style-type: none"> • the implementation of specific communication plans to increase and maintain community and family engagement (TS) 	<p>of the current year. The purpose of this data presentation is to assist teachers in building more complete descriptions of the students they will have in their classrooms in Year 1 of the plan.</p> <p>Organization and Structure</p> <ul style="list-style-type: none"> • Research drove the decision to revise the current schedule to increase student learning time and to provide additional contact time between teachers and their students. <p>School Culture</p> <ul style="list-style-type: none"> • Research indicates that students who recognize their school environment as a safe, respectful place perform more successfully academically. • The HS sponsored workshops to collect data from students for the purpose of shaping proposed culture-change initiatives. • The HS applied for and received a grant to sponsor a “Challenge Day,” helping to build student empathy and increasing their sense of belonging within the school community. Such an effort was held in support of research that links a positive school culture to increased academic performance.
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<p>evidence of student growth, and assistance to committees within the Professional Learning Community.</p> <ul style="list-style-type: none"> • The HS Principal began the search for a Truancy/Homeless Coordinator. The coordinator will focus on attendance, working with families to develop attendance strategies for students, working with a wrap-around model to be sure that the most at-risk students receive the support they need. • The HS Principal began the search for a Behavior Specialist whose work will be two-fold. The specialist will work with Tier III students (those at highest risk) to provide support <i>and</i> to work with teachers to assist in creating a more positive school culture. • The HS Principal will recruit a Math coach and an English/Reading/Language Arts coach to provide instructional coaching as a form of job-embedded professional development. Their responsibilities will also include helping teachers collect and analyze data to inform instructional strategies. • The HS Principal will request RFPs seeking a partner in providing embedded professional development in the areas of content acquisition. Selection will be based on evidence of success in improving student achievement. The partner the HS Principal chooses will be similar to representatives of an organization of higher learning, such as University of New Hampshire. • The HS Principal will request RFPs seeking a partner in providing embedded 		
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<p>professional development in the areas of content delivery. Selection will be based on evidence of success in improving student achievement. The partner the HS Principal chooses will be similar to representatives of ReDesign.</p> <ul style="list-style-type: none"> • The HS Principal will request RFPs seeking a partner in identifying and implementing steps toward improving school culture. Selection will be based on evidence of success in improving student achievement. The partner the HS Principal chooses will be similar to representatives of the Main Street Academix. • The HS Principal purchased a credit-recovery program to provide students with additional learning opportunities during and outside the school day. The program will go into effect in Year 1. • The Superintendent made arrangements for 24 people to receive training in initiating, implementing, and sustaining a PLC <i>before</i> Year 1. Consequently, leaders will be in place to assist all staff in the process. <p>School Culture</p> <ul style="list-style-type: none"> • The HS Principal applied for and received a \$15,000.00 grant to bring the <i>Challenge Day Curriculum</i> 4-day seminar and follow-up visits to all HS students. • The SAU paid Dr. William Preble of Main Street Academix to present four 1-hour assemblies for all HS students on the subject of improving school culture. <p>Communication</p> <ul style="list-style-type: none"> • The Superintendent of Schools began a series of information-collecting public forums across 		
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<p>three towns within the school community.</p> <ul style="list-style-type: none"> • The Superintendent of Schools used the local newspaper, the community’s primary printed source of local information, to launch a bi-weekly communication campaign. <ul style="list-style-type: none"> • The HS Principal launched the first parent advisory, the beginning of a monthly parent advisory program starting in Year 1. • A School Improvement Grant (SIG) committee formed. Members included students, teachers, district administrators, a school-board member, a selectman, special education support staff, a parent, and a local businesswoman. • A needs assessment began in April 2011. The process relied on <i>An Assessment Continuum of School-wide Improvement Outcome</i>. Thirty-four HS teachers completed the needs assessment. • Members of the SIG committee analyzed student assessment data, including NWEA and NECAP results. • Student members of the SIG committee met with HS student leaders to discuss school-improvement issues and to collect input for programs and activities students want most. Results of these discussions were shared with other SIG members and used to help shape the HS’s final goals. • The HS Principal invited members of the HS student leadership team, <i>Student Voice</i>, to have input into examining and revising the Student Management section of the Student/Parent Handbook. • SIG members collected and analyzed additional data, 		
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including attendance, truancy, disciplinary referrals data, grade reports, homelessness, and graduation rates.		
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This key applies to the following chart:

Pillars of the Transformation Model	Abbreviations
Teachers and Leaders	TL
Instructional and Support Strategies	ISS
Time and Support	TS
Governance	G

Planned Year 1 Activities	Links to the Transformation Model	Links to Student Learning
<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> •The HS Principal will hire partners to work with staff all year in order to sustain the PLC initiative. • The Associate Principal will assist the HS Principal in working with staff to support the development of a budding PLC. • The partner selected by the HS Principal for the purpose of improving student performance through a focus on teachers' content acquisition will begin work in classrooms in September. • The Associate Principal and Director of CIA & PD will meet monthly with HS mentors to discuss and make adjustments to their efforts to assist new staff. •The Math and English/Reading/Language Arts coaches will begin providing instructional 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> •expand the use of data to drive decisions and planning (ISS) •provide job-embedded professional development in academic classes and in building and sustaining a PLC (ISS) •use student achievement and growth results to determine appropriate instructional activities and support (ISS) • implement instructional programs based on student needs (ISS) •employ the services of experts to assist in content acquisition, content delivery, and evaluation of data (ISS & G) <p>Organization and Structure</p> <ul style="list-style-type: none"> •expand student and teacher leadership (G) (appears again below) •involve stakeholders on a School Improvement Steering Committee in evaluating and 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> • Establishing a Professional Learning Community will help the HS construct a collaborative culture with a focus on learning for all. • Research tells us that the best indicator of student success is a highly qualified instructor. Stodolsky and Grossman (2000) saw relationships between teachers' sense of efficacy and their willingness to adapt to the needs of their students. • Research states that the more knowledgeable a teacher is in her/his content area, the more confident she/he is in the differentiation of content delivery based on students' needs. • Research shows that increasing learning time for

<p>coaching as a form of job-embedded professional development. They will also help teachers collect and analyze data to inform instructional strategies.</p> <ul style="list-style-type: none"> • Students identified by assessment data, such as NECAP, NWEA, GMADE, GRADE, and formative assessments, as being in need of additional instructional support in order to achieve academic proficiency will be placed in additional English/Reading/Language Arts and Math classes. • Students identified by assessment data as in need of credit-recovery, skill review, mastery practice, or advanced learning opportunities will have immediate access to NovaNet, a program accessible to students during and outside the school day. • A contractor will provide job-embedded professional development in instructional methodologies/pedagogy. • The HS Principal and the Director of Student Support Services will hire a Special Education Teacher who will support teachers in their efforts to improve instruction and achievement for students with educational disabilities. <p>Organization and Structure</p> <ul style="list-style-type: none"> • A Systemic Student Evaluation PLC composed of a variety of stakeholders will meet monthly to design a system of student evaluation that is easy for staff to apply consistently and easy for students and parents to use in evaluating individual success. The evaluation system will 	<p>monitoring the implementation of reform initiatives (G)</p> <ul style="list-style-type: none"> • use student achievement data to design a new teacher evaluation system (TL) • attach rewards to a new teacher evaluation system (TL) • implement a new schedule to increase student learning time and teacher planning time (G) • provide additional learning time for students in need of instructional support, according to assessment data (TS) <p>School Culture</p> <ul style="list-style-type: none"> • use the district’s existing mentorship program to retain staff (TL) • partner with experts to establish and sustain a Student Leadership Team to promote the social and emotional well-being of HS students and staff (TS) • expand student and teacher leadership (G) • assign mentors to new staff (TS) <p>Communication</p> <ul style="list-style-type: none"> • continue the implementation of communication plans to increase and maintain community and family engagement (TS) 	<p>students who require additional instructional support increases student skill-mastery and performance.</p> <ul style="list-style-type: none"> • A new emphasis upon using assessment data to drive instruction began in the 2010-2011 school year. New assessments for Reading and Math were administered for incoming freshmen. Other data, including NECAP results, will be presented to the staff before the conclusion of the current year. The purpose of this data presentation is to assist teachers in building more complete descriptions of the students they will have in their classrooms in Year 1 of the plan. <p>Organization and Structure</p> <ul style="list-style-type: none"> • The HS Principal and her leadership team will use student assessment data to determine how the revised school schedule contributed to student achievement. <p>School Culture</p> <ul style="list-style-type: none"> • The National Research Council states that “if schools offer rigor and explicit supports for learning that are responsive to the developmental needs and cultural backgrounds of students, the majority of students will enter the academic game.” <p>Communication</p> <ul style="list-style-type: none"> • Research tells us that effective schools communicate high
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<p>have two components: academic achievement as reflected in data and academic practices, or habits of mind.</p> <ul style="list-style-type: none"> •The Associate Principal will begin working with PLCs, including grade-level teams, aimed at using student data to drive instruction. • The Associate Principal will also provide job-embedded professional development in identifying appropriate instructional strategies in response to students' demonstrated needs. •The HS Principal will create a teacher-led academic leadership team (a PLC) to add teacher voice to the discussion of reform initiatives. The team will meet with the HS Principal bi-monthly. •The members of the SIG committee will become the steering committee. They will meet monthly to check the progress and evaluate the success of reform initiatives. • At the conclusion of Year 1, The HS Principal will meet with members of the SIG steering committee to review the progress of each reform initiative and to reach consensus on how to adjust operations and programs at the HS to ensure greater or ongoing success. <p>School Culture</p> <ul style="list-style-type: none"> • The partner selected by the HS Principal for the purpose of improving student performance through a focus on improving school culture will begin work in classrooms in September. •The HS Associate Principal and the HS Dean of Students will work with a partner 		<p>expectations for their teachers, administrators, parents, and students in the form of academic press.</p>
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<p>selected by the HS Principal to begin designing and establishing a student leadership program for the purpose of improving school climate.</p> <ul style="list-style-type: none"> • In conjunction with the improving-school-climate initiative, the HS Associate Principal and the HS Dean of Students will hold one parent workshop per academic term. Each workshop will be used as an opportunity to present and discuss school climate initiatives. • The Dean of Students will work with a PLC to begin exploring successful Student Advisory programs in the state and across the nation. Representatives of the PLC will make site visits to observe advisory programs at work and to discuss topics related to implementation of such programs with supervisory staff at the host schools. The PLC will present their findings to the HS staff to get feedback. They will use this feedback to create the model for an Advisory Program that they think will work best for the HS in efforts to improve school culture. <p>Communication</p> <ul style="list-style-type: none"> • Members of the district's Professional Development Committee will begin building, seeking input for, and finalizing a Professional Evaluation Plan linked to student growth. The plan will include a set of rewards attached to professionals whose students show significant growth. Members of the committee will work with a 		
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<p>variety of stakeholders to determine the features of and rewards associated with the new plan. They will also use the school's Website, Parent Advisories, Public Forums, staff meetings, and meetings of student leaders to inform the school community of their progress. They will align their efforts with similar efforts being conducted at the NH DoE. They will submit a final Professional Evaluation Plan to the Superintendent by the end of the year.</p> <ul style="list-style-type: none"> •The Superintendent will advertise and hold bi-monthly public forums to inform and engage parents and community members. • The HS Principal will involve HS students seeking service hours to assist in providing childcare and serving meals at the Superintendent's bi-monthly public forums. • The Superintendent will submit bi-weekly articles to the local newspaper, the community's primary printed source of local information, to strengthen the district's communication campaign. • The HS Principal will continue hosting monthly parent advisories as a means of sharing and collecting information. •District and HS staff will use the school's new Website to engage students, parents, and community members and to make instructional efforts and student evaluation transparent. 		
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This key applies to the following chart:

Pillars of the Transformation Model	Abbreviations
Teachers and Leaders	TL
Instructional and Support Strategies	ISS
Time and Support	TS
Governance	G

Year 2 Activities	Links to the Pillars of the Transformation Model	Links to Student Learning
<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> •The HS principal and other district leaders will work with a variety of stakeholders to increase the variety and relevance of curricular programs for HS students. •Members of the Systemic Student Evaluation PLC will help the staff implement the new evaluation system planned and approved in Year 1. The PLC will monitor the implementation process, offering support and technical assistance when necessary. •The Math and English/Reading/Language Arts coaches will continue providing instructional coaching as a form of job-embedded professional development. They will also continue helping teachers collect and analyze data to inform instructional strategies. • Students identified by assessment data, such as NECAP, NWEA, GMADE, GRADE, and formative assessments, as being in need of additional instructional support in order to achieve academic proficiency will continue to be placed in additional English/Reading/Language Arts and Math classes. •Students identified by assessment 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> •continue the use of data to drive decisions and planning (ISS) •continue job-embedded professional development in academic classes and in building and sustaining a PLC (ISS) •continue to use student achievement and growth results to determine appropriate instructional activities and support (ISS) •provide ongoing mechanism for student and parent engagement (TS) •implement instructional programs based on student needs (ISS) •continue to employ the services of experts to assist in content acquisition, content delivery, and evaluation of data (ISS & G) <p>Organization and Structure</p> <ul style="list-style-type: none"> •continue to support student and teacher leadership (G) (appears again below) •involve staff in the development of a new evaluation system (TL) •continue to involve 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> • Establishing a Professional Learning Community will help the HS construct a collaborative culture with a focus on learning for all. • Research tells us that the best indicator of student success is a highly qualified instructor. Stodolsky and Grossman (2000) saw relationships between teachers' sense of efficacy and their willingness to adapt to the needs of their students. • Research states that the more knowledgeable a teacher is in her/his content area, the more confident she/he is in the differentiation of content delivery based on students' needs. • Research shows that increasing learning time for students who require additional

<p>data as in need of credit-recovery, skill review, mastery practice, or advanced learning opportunities will continue to have access to NovaNet, a program accessible to students during and outside the school day.</p> <p>Organization and Structure</p> <ul style="list-style-type: none"> •The members of the SIG steering committee will continue to meet monthly to check the progress and evaluate the sustainability of reform initiatives. • The HS Principal will continue to use the evaluations presented by SIG steering committee members to adjust operations and programs at the HS. •A PLC composed of students, teachers, parents, district leaders, and community members will meet monthly to identify potential course offerings to promote curricular relevance to students' post-secondary plans. PLC representatives will use the Superintendent's public forums, the HS Principal's Parent Advisory meetings, and Student Leadership meetings to collect input regarding the nature of the courses and a timeline for implementing change. The PLC will make its recommendations to the Superintendent and HS Principal. •The HS Principal will determine if continued partnership is required to sustain the PLC initiative. If partnership is required, she will make RFPs for the purpose of selecting an appropriate partner and establishing an appropriate support system. •The HS Principal will present the approved Professional Evaluation Plan to the staff and seek feedback from the staff for steps that should be taken to ensure that everyone is prepared for the new evaluation system to go into immediate effect. 	<p>stakeholders on a School Improvement Steering Committee in evaluating and monitoring the implementation of reform initiatives (G)</p> <ul style="list-style-type: none"> •use student achievement data to create a new teacher evaluation system (TL) •apply rewards to the new teacher evaluation system (TL) •continue to use a schedule that allows increased student learning time and teacher working time (G) •continue to provide additional learning time for students in need of instructional support, according to assessment data (TS) <p>School Culture</p> <ul style="list-style-type: none"> • continue to use the district's existing mentorship program to retain staff (TL) •continue to partner with experts to establish and sustain a Student Leadership Team to promote the social and emotional well-being of HS students and staff (TS) •continue to support student and teacher leadership (G) • continue to assign mentors to new staff and to returning staff in need of additional support (TS) <p>Communication</p> <ul style="list-style-type: none"> •continue to implement communication efforts aimed at increasing and maintaining community and family engagement (TS) 	<p>instructional support increases student skill-mastery and performance.</p> <ul style="list-style-type: none"> • A new emphasis upon using assessment data to drive instruction began in the 2010-2011 school year. New assessments for Reading and Math were administered for incoming freshmen. Other data, including NECAP results, will be presented to the staff before the conclusion of the current year. The purpose of this data presentation is to assist teachers in building more complete descriptions of the students they will have in their classrooms in Year 1 of the plan. <p>Organization and Structure</p> <ul style="list-style-type: none"> • The HS Principal and her leadership team will use student assessment data to determine how the revised school schedule contributed to student achievement. <p>School Culture</p> <ul style="list-style-type: none"> • The National Research Council states that "if schools offer rigor and explicit supports for learning that are responsive to the developmental needs and cultural backgrounds of students, the majority
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<p>Those steps may include training staff volunteers in the use of the Professional Evaluation system. Trained volunteers will then provide job-embedded professional development in the features and application of the new evaluation plan. The new evaluation plan will be in effect throughout Year 2.</p> <ul style="list-style-type: none"> •The Math and English/Reading/Language Arts coaches will continue providing instructional coaching as a form of job-embedded professional development. They will also continue helping teachers collect and analyze data to inform instructional strategies. • Students identified by assessment data, such as NECAP, NWEA, GMADE, GRADE, and formative assessments, as being in need of additional instructional support in order to achieve academic proficiency will continue to be placed in additional English/Reading/Language Arts and Math classes. •The Associate Principal will continue working with PLCs, including grade-level teams, to ensure that student data are driving instruction. • The Associate Principal will continue providing job-embedded professional development to help teachers identify and apply appropriate instructional strategies in response to students’ demonstrated needs. •At the conclusion of Year 2, The HS Principal will meet with members of the SIG steering committee to review the progress of each reform initiative and to reach consensus on how to adjust operations and programs at the HS to ensure greater or ongoing success. •The HS Principal and Associate 		<p>of students will enter the academic game.”</p> <p>Communication</p> <ul style="list-style-type: none"> • Research tells us that effective schools communicate high expectations for their teachers, administrators, parents, and students in the form of academic press.
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<p>Principal will take responsibility for implementing the new teacher evaluation system linked to evidence of student growth.</p> <p>School Culture</p> <ul style="list-style-type: none"> •The Associate Principal and the HS Dean of Students will continue working with a partner selected by the HS Principal to sustain the student leadership initiative begun last year. •The Associate Principal and the Dean of Students will assist the PLC established in Year 1 to create a curriculum for the Student Advisory program they designed for the purpose of improving school culture. <p>Communication</p> <ul style="list-style-type: none"> •The Superintendent will continue to advertise and hold bi-monthly public forums to inform and engage parents and community members. • The HS Principal will continue to involve HS students seeking service hours to assist in providing childcare and serving meals at the Superintendent’s bi-monthly public forums. • District leaders, including the HS Principal, will explore additional incentives for increasing family and community engagement in school affairs. •The Superintendent will continue to submit bi-weekly articles to the local newspaper, the community’s primary printed source of local information, to strengthen the district’s communication campaign. • The HS Principal will continue advertising and recruiting participants for monthly parent advisories as a means of sharing and collecting information. •District and HS staff will continue using the school’s Website to engage students, parents, and 		
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community members and to make instructional efforts and student evaluation transparent.		
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This key applies to the following chart:

Pillars of the Transformation Model	Abbreviations
Teachers and Leaders	TL
Instructional and Support Strategies	ISS
Time and Support	TS
Governance	G

Year 3 Activities	Links to the Pillars of the Transformation Model	Links to Student Learning
<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> •The HS Principal will introduce one or more programs recommended by the PLC in Year 1 as relevant to students’ post-secondary plans and approved by the Superintendent and members of the School Board. •The Math and English/Reading/Language Arts coaches will continue providing instructional coaching as a form of job-embedded professional development. They will also continue helping teachers collect and analyze data to inform instructional strategies. • Students identified by assessment data, such as NECAP, NWEA, GMADE, GRADE, and formative assessments, as being in need of additional instructional support in order to achieve academic proficiency will continue to be placed in additional English/Reading/Language Arts and Math classes. •The Associate Principal will continue monitoring the use of student data to drive and reform instruction. • The Associate Principal will also continue providing job-embedded professional development in identifying appropriate instructional strategies in response to students’ needs, as they are reflected in assessment data. <p>Organization and Structure</p>	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> •continue the use of data to drive decisions and planning (ISS) •continue job-embedded professional development in academic classes and in building and sustaining a PLC (ISS) •continue to use student achievement and growth results to determine appropriate instructional activities and support (ISS) •provide ongoing mechanism for student and parent engagement (TS) •implement instructional programs based on student needs (ISS) •continue to employ the services of experts to assist in content acquisition, content delivery, and evaluation of data (ISS & G) <p>Organization and Structure</p> <ul style="list-style-type: none"> •continue to support student and teacher leadership (G) (appears again below) •involve staff in the development of a new evaluation system (TL) •continue to involve stakeholders on a School Improvement Steering Committee in evaluating and monitoring the implementation of reform initiatives (G) •use student achievement data 	<p>Curriculum, Instruction, Assessment</p> <ul style="list-style-type: none"> • Establishing a Professional Learning Community will help the HS construct a collaborative culture with a focus on learning for all. • Research tells us that the best indicator of student success is a highly qualified instructor. Stodolsky and Grossman (2000) saw relationships between teachers’ sense of efficacy and their willingness to adapt to the needs of their students. • Research states that the more knowledgeable a teacher is in her/his content area, the more confident she/he is in the differentiation of content delivery based on students’ needs. • Research shows that increasing learning time for students who require additional instructional support increases student skill-mastery and performance. • A new emphasis upon using assessment

<ul style="list-style-type: none"> •Members of the Systemic Student Evaluation PLC will help the staff implement the initiative planned and approved last year. The PLC will monitor the implementation process, offering support and technical assistance to staff when necessary. •The HS Principal and Associate Principal will continue to implement the new teacher evaluation system begun in Year 2. • The HS Principal will determine if partners are necessary in order to sustain the PLC initiative. If partners continue to be necessary, she will use RFPs to identify and hire the appropriate partner. •The HS Principal, Assistant Principal, and partner, if deemed necessary, will continue working with staff to support and sustain the high school’s maturing PLC. • The members of the SIG Steering Committee will continue to meet monthly to evaluate the success and sustainability of maturing reform initiatives. • At the conclusion of Year 3, The HS Principal will meet with members of the SIG steering committee to review the progress of each reform initiative and to reach consensus on how to adjust operations and programs at the HS to ensure greater or ongoing success. •The HS Principal and Associate Principal will take responsibility for implementing the new teacher evaluation system linked to evidence of student growth. <p>School Culture</p> <ul style="list-style-type: none"> •The Associate Principal and the HS Dean of Students will continue to work with other HS leaders to support the existing student leadership program for the purpose of sustaining a positive school culture. 	<p>to create a new teacher evaluation system (TL)</p> <ul style="list-style-type: none"> •apply rewards to the new teacher evaluation system (TL) •continue to use a schedule that allows increased student learning time and teacher working time (G) •continue to provide additional learning time for students in need of instructional support, according to assessment data (TS) <p>School Culture</p> <ul style="list-style-type: none"> • continue to use the district’s existing mentorship program to retain staff (TL) •continue to partner with experts to establish and sustain a Student Leadership Team to promote the social and emotional well-being of HS students and staff (TS) •continue to support student and teacher leadership (G) • continue to assign mentors to new staff and to returning staff in need of additional support (TS) <p>Communication</p> <ul style="list-style-type: none"> •continue the implementation of communication plans to increase and maintain community and family engagement (TS) 	<p>data to drive instruction began in the 2010-2011 school year. New assessments for Reading and Math were administered for incoming freshmen. Other data, including NECAP results, will be presented to the staff before the conclusion of the current year. The purpose of this data presentation is to assist teachers in building more complete descriptions of the students they will have in their classrooms in Year 1 of the plan.</p> <p>Organization and Structure</p> <ul style="list-style-type: none"> • The HS Principal and her leadership team will use student assessment data to determine how the revised school schedule contributed to student achievement. <p>School Culture</p> <ul style="list-style-type: none"> • The National Research Council states that “if schools offer rigor and explicit supports for learning that are responsive to the developmental needs and cultural backgrounds of students, the majority of students will enter the academic game.” <p>Communication</p> <ul style="list-style-type: none"> • Research tells us that effective schools
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<p>Communication</p> <ul style="list-style-type: none"> •The Superintendent will continue to advertise and hold bi-monthly public forums to inform and engage parents and community members. • The HS Principal will continue to involve HS students seeking service hours to assist in expanding family and community participation at public forums. • The Superintendent will continue to submit bi-weekly articles to the local newspaper, the community's primary printed source of local information, to strengthen the district's communication campaign. • The HS Principal will continue hosting monthly parent advisories as a means of sharing and collecting information. •District and HS staff will continue using the school's Website to engage students, parents, and community members and to make instructional efforts and student evaluation transparent. 		<p>communicate high expectations for their teachers, administrators, parents, and students in the form of academic press.</p>
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5) 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.

Hillsboro-Deering School District has no LEP, Migrant, or Title I students enrolled at the High School. The chart below includes the school's and district's significant student populations, that is, students in the SES and IEP subgroups.

NECAP results in Reading and Math at Grade 11

Group or Subgroup	Reading				Math			
All students	L4 23%	L3 45%	L2 21%	L1 10%	L4 0%	L3 12%	L2 36%	L1 52%
SES Subgroup	L4 16%	L3 41%	L2 28%	L1 16%	L4 0%	L3 6%	L2 38%	L1 56%
IEP Subgroup	L4 0%	L3 15%	L2 31%	L1 54%	L4 0%	L3 0%	L2 0%	L1 100%

In the planning process for this grant application, special attention was first given to assessment data related to all of our students and then data related to the school' and district's significant subgroups—SES and IEP. The School Improvement Committee agreed that they would choose and support activities that would:

- increase NECAP proficiency rates in Reading and Math by 20% in the first testing period after Year 1.
- increase NECAP proficiency rates in Reading and Math by an additional 20% in the first testing period after Year 2.
- have all students ranked proficient in Reading and in Math by the first testing period after Year 3.

Members of the committee wanted to be realistic in their goals for our students, recognizing that Year 1 would be the first year of substantial change. Consequently, committee members thought it likely that the school would need one full year for reform initiatives to take hold before scores would reflect considerable growth.

Members of the committee also decided that Year 2 would be a period of continuing growth and development of initiatives begun in Year 1. The school leadership staff would be in its second year of work, and students, teachers, and parents would be more familiar with continuing reform initiatives, making it possible to expect further student achievement by the end of Year 2.

By the end of Year 3, members of the committee expressed comfort in saying that a minimum of 80% of HS students would be proficient in Reading and Math. This expectation falls below federal expectations, but committee members agreed that students, teachers, parents, and other community members needed realistic goals to support continued reform initiatives.

- 6) Describe the intervention model proposed (services the school will receive or the activities the school will implement) 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).**
- 7) 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.**
- 8) Describe how the LEA consulted with relevant stakeholders regarding the LEA's Application and implementation of SIG intervention models.**

After learning from the state DoE that Hillsboro-Deering High School was one of five chronically underperforming schools, the Superintendent immediately began the task of informing stakeholders and gaining support for significant reform initiatives. The first response was an emergency staff meeting at the HS, where the HS Principal and Superintendent discussed the options available to the district, in terms of making significant change in student performance.

Next, the Superintendent met with members of the teachers' bargaining unit and members of the School Board to discuss options and to consider obstacles to implementing each model.

The Superintendent used points of discussion derived from those initial meetings to draft a Commitment to Action for the purpose of eliminating contractual inhibitions and other systemic barriers to any intervention model. The School Board and teachers agreed overwhelmingly to support the Superintendent's Call to Action. The Call to Action was then translated into a Memorandum of Understanding (MOU), which was presented to the HS staff,

whom overwhelmingly supported the MOU as an indication of their commitment to significant reform.

After receiving such extraordinary support from the HS staff, the Superintendent worked with members of the School Board and teachers' union to choose the Transformation Model for School Improvement. Immediately afterward, the Director of CIA & PD sought volunteers and recommendations for membership on a SIG committee. By the end of the process, the committee included 2 students (a 9th-grader and an 11th-grader); teachers representing English, Math, Business, Special Education, and Technology; a HS guidance counselor; parents; community members including a local selectman and a recent school-board candidate; an active school-board member; district staff including the Director of Student Support Services and Director of Curriculum, Instruction, and Assessment; the HS Principal and Curriculum Coordinator; the HS Special Education Coordinator; and the Superintendent.

Members of the committee, already analyzing data, requested more information. Consequently, the Superintendent invited parents and community members to attend any or all of three brainstorming sessions held in different locations across the school community. More than 100 community stakeholders participated in the forums, resulting in responses to three questions: 1) What does the district do well in terms of providing student and community support, creating a positive school culture, and promoting student achievement? 2) What could the district do better in these areas? and 3) Given an ideal world, what changes would you most like to see in place to create a more positive school climate, offer outstanding student support, and increase student achievement? Responses were recorded, categorized, and combined into a single document called "What We Heard." The document was distributed to SIG committee members on their second day of planning.

Additionally, at the HS, the HS Principal invited parents through telephone contact and Web site announcements to a Parent Advisory meeting, again with the purpose of explaining the Transformation process that was underway and gathering information to take to the SIG Committee. While the HS Principal worked with parents and teachers, students on the committee shared data gathered from the HS student body after the entire school population engaged in a school climate workshop.

One of teacher members on the SIG committee presented an analysis of information gathered from 34 HS teachers through *An Assessment Continuum of Schoolwide Improvement Outcomes*.

Each SIG meeting was conducted by Maryclare Heffernan, a consultant from SERESC. She was assisted by her colleague, Mary Anne Byrne.

At the conclusion of the final SIG committee meeting, after the committee had created a vision and a plan for improvement for the HS, committee members agreed to remain part of the process they had begun. All members volunteered to continue as members of the SIG Steering Committee. Members also agreed to serve as the committee guiding the NEASC review process, which is occurring at the same time the HS is undertaking reform initiatives in Year 1.

Members, including the HS Principal, agreed that no group would be more familiar with HS practices and initiatives than the group that has begun to change them. So, committee members agreed to absorb NEASC responsibilities into their School Improvement Plan watchdog roles.

Members of the SIG and NEASC steering committee agreed to meet once each month, beginning in September 2011, to be sure initiatives are in place and developing as expected. At the first meeting, the HS Principal will assist committee members in electing a group facilitator and deciding which subgroups may be necessary to fulfill the committee's roles. They will also establish dates for monthly meetings throughout the school year.

9) Describe and provide evidence of the process the LEA will use to (a) recruit a new principal with a record of measurably increasing student achievement 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.

Members of the School Board, having collectively studied student assessment data, sought new leadership in the district. In July 2010, School Board representatives sought an experienced Superintendent capable of improving students' academic performance. The School Board sought a candidate who could offer an outstanding track record in improving student achievement. The candidate clearly demonstrated a value for high expectations for learning and teaching. They selected Dr. Alan Genovese.

In turn, the School Board and Superintendent sought the same qualities in the leader of the High School. They sought candidates whose experience demonstrated skill at performing a transformational role. The principal's primary responsibility would be to create conditions that help educate every high-school student to the fullness of his/her capacity. The majority of the principal's time would be spent in the role of educational leader, whereby student learning would be the school's priority and all students would be offered a quality education that promotes high academic standards. Additionally, the principal would develop and implement performance-based standards for students and staff, NCLB priorities, and focus on student achievement. One focus of the interviewing process was how the principal would align curriculum, instruction, and assessment to raise student achievement and how she/he would assist the staff in differentiating and personalizing instruction to achieve that aim. Dixie Tremblay was selected because she brought a proven track record under her leadership for improving student achievement, including having a school removed from the status of a School in Need in Improvement, meaning the school met AYP requirements for two consecutive years and beyond. (See the attached Curriculum Vita.)

10) Describe and provide evidence of 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.

Once the Superintendent and HS Principal understood their options for school restructuring, the HS Principal called an emergency staff meeting to inform the staff about the school's ranking and all of the possible intervention models. Next, the Superintendent met with leaders in the teachers' bargaining unit and members of the School Board. The purpose of these meetings was to discuss intervention options, what the consequences of those options would be, and what obstacles prevented each option from successful implementation. The Superintendent translated information from these meetings in a document he titled "Commitment to Action." The document's function was to eliminate contractual inhibitions and other systemic barriers to any intervention model. The School Board and teachers agreed overwhelmingly to support the Superintendent's "Commitment to Action."

The "Commitment to Action" next became a Memorandum of Understanding (MOU), which was presented to the entire HS staff for analysis and discussion. The staff expressed powerful support for the MOU, thus indicating their commitment to being part of restructuring.

Subsequently, the Superintendent worked with members of the School Board and teachers' union to choose the Transformation Model for School Improvement, leading to the assembly of a School Improvement Grant Committee.

In support of the committee's work, the Superintendent, HS Principal, and teacher and student representatives of the SIG Committee each collected information from students, teachers, parents. More than 100 community members participated in dialogues and brainstorming sessions with the Superintendent over a course of three community meetings. Approximately 40 parents attended a Parent Advisory meeting held in the HS cafeteria and led by the HS Principal. 34 HS teachers responded to surveys conducted by teacher representatives on the SIG Committee, and student representatives collected information from numerous student leaders participating in the HS *My Voice* group.

In summary, successful efforts have been made to collect information and enlist support from all stakeholders within the community. SIG Committee members are confident, as are members of the School Board, that the HS has the community support it needs to be successful in its reform efforts.

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)

Goals	<p>The goals are to:</p> <ol style="list-style-type: none"> 1) increase instructional rigor through deliberate instructional planning. 2) to increase instructional effectiveness through use of assessment data. 3) create and sustain a positive school culture to engage all students. 4) create and sustain an effective communication system that helps parents and other community members remain informed and engaged in school activities. 					
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p><input type="checkbox"/> Turnaround model</p> <p><input type="checkbox"/> Restart model</p> <p><input type="checkbox"/> School closure model</p> <p><input checked="" type="checkbox"/> Transformation Model</p> <p><input type="checkbox"/> Tier III proposed model _____ (if not choosing one of the four US ED models)</p>					
<p>Proposed Activities for 2011-2012</p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p>Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline</p> <p><i>When will this activity begin and end?</i></p>	<p>Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation)</p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p>Monitoring (Effectiveness)</p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p>Title I School Improvement Funds</p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Members of the HS staff will join colleagues throughout the district to be trained in how to establish a Professional Learning Community</p>	<p>The staff will attend training offered by Solution Tree</p>	<p>The Professional Learning Community Institute will be held in</p>	<p>The Director of Curriculum, Instruction, Assessment, and Professional</p>	<p>The contractor hired to assist the staff in sustaining the PLC initiative (see next activity)</p>	<p>The contractor will develop and use an effectiveness data-gathering tool to use with teachers during bi-monthly</p>	<p>\$34,909.00</p>

<p>(PLC). One of the elements of this PLC will be the construction of teams designed to steer the district’s efforts from “teaching to learning.”</p>	<p>and led by Richard and Rebecca DuFours.</p>	<p>Syracuse, New York, from August 11-13, 2011.</p>	<p>Development has reserved seats at the Institute for 24 district employees, including administrators and staff from the HS.</p>	<p>will monitor the implementation of the initial training and report to the HS Principal.</p>	<p>visitations. (see the next activity)</p>	
<p>To sustain training and support for fledgling PLCs, the HS Principal will seek a partner to provide bi-monthly assistance.</p>	<p>To assist in the establishment and maintenance of a PLC, a contractor, such as Paul Farmer, a member of the DuFour team, will engage teachers in teacher training bi-monthly for the purpose of helping staff change working practices to reflect a focus</p>	<p>Bi-monthly visits will be conducted throughout the 2011-2012 school year.</p>	<p>The Director of CIA & PD will meet with the contractor each quarter to analyze the program’s effect.</p>	<p>The contractor hired to assist the staff in sustaining the PLC initiative will monitor the implementation of the initial training and report to the HS Principal.</p>	<p>The contractor will develop and use an effectiveness data-gathering tool to use with teachers during bi-monthly visitations.</p>	<p>\$33,000.00 (for a total of 20 visits throughout the year at \$1,500.00 per visit + travel)</p>

	on student learning.					
<p>Teachers will participate in ongoing professional development in the areas of curriculum, instruction, and assessment. Opportunities for training will include:</p> <ol style="list-style-type: none"> 1. weekly after-school meetings. 2. a mandatory summer professional development program <p>During the school year, administrative team members will hire consultants most able to provide teachers with training specific to their needs.</p> <p>School-based administrators will assist teachers in determining individual professional development goals and creating individual PD plans based on classroom observations, submitted lesson plans,</p>	<p>The Director of Curriculum, Instruction, Assessment, and Professional Development will train teachers in how to use the district's online Curriculum Mapping Tool.</p> <p>The HS Principal will train teachers in how to create individual lesson and unit plans using a Framework for Effective</p>	<p>Training in developing unit plans using an online mapping tool and how to develop individual lessons using the FEI model will begin in the summer of 2011 and continue through 2012. Each summer institute will build on the successes of the previous school year.</p> <p>Teachers will meet with consultants and/or</p>	<p>The HS Principal will take responsibility for all Professional Development efforts.</p>	<p>The HS Principal will collect printed copies of one FEI plan each week. The principal will evaluate those plans and confer with teachers to offer feedback.</p> <p>The HS Principal and associate principal will check teachers' online curriculum mapping accounts to check that unit plans are present and complete.</p> <p>The HS Principal, associate principal and consultants will confer with teachers at least one time each month to discuss each teacher's</p>	<p>The HS Principal will observe teachers as they implement the FEI lesson plan they submitted prior to each observation. In particular, she will expect a correlation between observations and increased student achievement, as reflected in the formative data that teachers collect.</p> <p>Weekly conferences held to discuss the instructional plans and the implementation of those plans will allow both the principal and teachers to analyze the effectiveness of Smart Goals as</p>	<p>There are no costs associated with relying upon the services of local administrators. Consultant fees are described more fully in the following activity describing the work of Lew Gitelman, of ReDesign.</p>

<p>and best practices and research. All Professional Development plans will be focused on SMART Goals, which use student achievement data as their anchors.</p>	<p>Instruction (FEI) format.</p> <p>The HS Principal and Associate Principal will provide feedback and assist teachers in the creation of their plans.</p>	<p>school-based administrators on a bi-weekly basis to receive personalized feedback and instruction.</p>		<p>progress toward their professional goals.</p>	<p>seen through student achievement data. Elements of each plan will be discussed as they relate to each teacher's overall unit plan.</p>	
<p>English and Math teachers will receive instructional coaching from faculty from a higher-education institution such as the University of New Hampshire's Professional Development and Training program during 2011-2012.</p>	<p>Grant monies have been set aside to hire one English/Reading/Language Arts facilitator and one Math facilitator to work directly with HS English and Math teachers for one semester during the</p>	<p>In the fall semester, an English coach will work with and train each English/Reading teacher and a Math coach will work with and train each Math teacher.</p>	<p>Facilitators from the Professional Development and Training Program will conduct all training. Facilitators will discuss progress with the HS Principal or her designee and the Director of Curriculum, Instruction,</p>	<p>Training will consist of weekly visits for ten weeks. During these visits, facilitators will give teachers the option of being observed and receiving feedback, having the coach assist with planning and instruction, or having the coach model instruction. Each observation period is followed by a coach-teacher</p>	<p>4 or 5 times during the ten-week period, all participants will meet with their facilitators outside the school day to discuss topics selected by the teachers as being most critical to student achievement. Participating teachers will devise, implement, and evaluate</p>	<p>\$16,368.00 + travel (1,200 miles in all x \$0.51 per mile = \$612.00) = \$16,980.00</p>

	school year.		Assessment, and Professional Development.	conference to discuss results.	intervention plans.	
To help teachers in all content areas improve instruction, a consultant will work with all staff for 45 days over the course of the year.	A consultant, such as Lew Gitelman of reDESIGN, will assist teachers as they build instruction using a Framework for Effective Instruction model. A part of each visit to the school will be dedicated to training and conferring with the specialists described below who will then continue to work with teachers	To help teachers in all content areas improve instruction, a consultant will work with all staff for 45 days over the course of the year.	A consultant, such as Lew Gitelman of reDESIGN, will assist teachers as they build instruction using a Framework for Effective Instruction model. A part of each visit to the school will be dedicated to training and conferring with the specialists described below who will then continue to work with teachers every day throughout the year.	To help teachers in all content areas improve instruction, a consultant will work with all staff for 45 days over the course of the year.	A consultant, such as Lew Gitelman of reDESIGN, will assist teachers as they build instruction using a Framework for Effective Instruction model. The outside contractor will assist teachers in collecting and analyzing student performance data related to the application of the FEI instructional model. The consultant will work with teachers to adjust instruction, based on student data. Such adjustments will be part of regular practice as	\$50,400.00 after adding travel expenses to \$45,000.00

	every day throughout the year.				the consultant meets with teacher groups each month.	
One English/Reading/Language Arts coach and one Math coach will work full-time offering instructional support.	The HS Principal will recruit and hire experienced teachers to work as daily instructional coaches. The coaches will work directly with a service provider like Lew Gitelman provider to support the integrity and consistent application of the consultant's work. Their target audience in the first year will be English/Langu	The specialists will begin work in the 2011-2012 school year.	The HS Principal will be responsible for managing and evaluating the specialists' performance.	The HS Principal will confer with both specialists bi-weekly for updates regarding coaching efforts, challenges, and solutions to specific problems.	The HS Principal will assign the contracted consultant to help the instructional coaches develop measures of student achievement. Those measures will be applied twice in the year. Results will affect subsequent instructional planning.	The HS Principal will need \$68,000.00 (including benefits) x 2 = \$136,000.00 in additional funding.

	<p>age Arts and Math teachers. The coaches will share what they learn by working directly with teachers with the consultant, to be sure the consultant modifies his services according to teacher needs. By the second year, the coaches will work with entire staff.</p>					
<p>To support teachers in their efforts to improve instruction and achievement for students with educational disabilities, a Special Education teacher will be recruited to work with</p>	<p>The HS Principal will recruit and hire an experienced special educator to work primarily with</p>	<p>The special education teacher will begin in the 2011-2012 school year.</p>	<p>The HS Principal will be responsible for recruiting and hiring the special education teacher.</p>	<p>The HS Principal, Special Education Coordinator at the HS, and the Director of Student Support Services will confer with the specialist independently and collectively to</p>	<p>Special education students will meet their target goals on statewide and school-selected assessments.</p>	<p>\$68,000.00, including benefits</p>

<p>instructional staff to assist in differentiation.</p>	<p>9th- and 10th-grade teachers to support instruction for students with educational disabilities.</p>			<p>collect evidence regarding the implementation of services to special-needs students.</p>		
<p>To support teachers in coordinating curriculum improvement efforts, using data to assess the quality of initiatives, and to assist in the procurement of required resources, 7 team leaders will be selected to form a special PLC group and paid a stipend for additional work.</p>	<p>Funding for stipends will be necessary to recruit 7 team leaders.</p>	<p>Team leaders will begin work in the 2011-2012 school year.</p>	<p>The HS Principal and/or her designees will be responsible for monitoring the success of each team leader.</p>	<p>The HS Principal and/or her designees will look for evidence of success by conferring directly with team leaders and the staff they support to discuss results of data-driven instructional efforts.</p>	<p>Student performance on state and local assessments, as well as student and teacher responses to satisfaction surveys managed by members of the Student Leadership Team and Adult Design Team will be used as evidence regarding the effectiveness of Team-Leader initiatives.</p>	<p>\$1,800.00 x 7 Team Leaders = \$12,600.00</p>
<p>To support 9th and 10th-grade teaching teams from the first day of the 2011-2012 school year, 5 9th-grade teachers and</p>	<p>Team members will rely on existing student</p>	<p>Team members will schedule 25 hours of co-planning to</p>	<p>Each team will have a Team Leader. The Team Leader will facilitate</p>	<p>The team will assemble assessment data, including NECAP, GRADE, GMADE,</p>	<p>Team leaders from each team will report planning initiatives to the HS Principal, who will</p>	<p>\$8,675.30 for stipends, FICA and benefits</p>

<p>5 10th-grade teachers will work for 25 hours each during the summer to plan strategies, build interdisciplinary connections, and establish team and student expectations for increased academic success.</p>	<p>assessment data for the purpose of planning.</p>	<p>occur in July and August, 2011, before the beginning of the new school year.</p>	<p>the planning effort and report directly to the HS Principal.</p>	<p>and NWEA results.</p>	<p>then work with each team to offer support and to ensure that plans are implemented with integrity.</p>	
<p>The district will hire a consultant to assist us in building a tiered system of support for students who need remediation for success. A possible consultant is Elaine McNulty, who works for both the state and SERESC, an educational consortium. Ms. McNulty's specialty is responding to the academic needs of high-school students through a focus on tiered instruction.</p>	<p>A consultant will work with HS teachers for 20 days between September 2011 and June 2012. The consultant will work with teachers to determine the exact schedule, which will be based on teacher need and opportunities for the greatest</p>	<p>The consultant will begin work with the HS staff in the 2011-2012 school year.</p>	<p>The HS Principal will confer with the consultant and teachers after each visit to ensure targeted assistance is being provided that clearly affects student performance, as seen in classroom observations.</p>	<p>The HS Principal and her assistants will collect information regarding the levels of support available to students during classroom observations and during discussion with teachers in post-observation conferences.</p>	<p>Team leaders will survey teachers and students and compare their responses to the effectiveness of differentiated support upon student performance.</p>	<p>\$30,000.00 (fees + travel)</p>

	impact upon student achievement.					
To support teachers in their efforts to improve instruction, a consultant will work with the HS and larger district to establish a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance.	A possible consultant service is WestEd, a research and development agency that works with school staffs to implement research-based instructional and evaluation practices.	A consultant will be hired to work with district staff in 2011-2012 to create a new professional evaluation and awards system that links teacher accountability to student achievement.	Primary responsibility would be granted to the consultant who will work closely with the Director of Curriculum, Instruction, Assessment, and Professional Development, as well as school administrators, teachers, parents, community members, and students to develop a rigorous evaluation system.	Evidence of the effectiveness of our plan will come from participants in the development process who seek input and consensus from participants affected by evaluation, including teachers, parents, and students.	District leaders and HS Team Leaders will collect and analyze data from state and local student assessments over the period of this grant to look for patterns of improvement in student achievement.	\$33,000.00 (fees + travel)
The HS Principal, through the use of a Professional	HS teachers will be granted	The HS will make content training	To assist the HS Principal in identifying	Staff engaging in professional development for	Members of the Professional Development	\$30,000.00

<p>Development Plan, will help teachers improve instruction by strengthening their content knowledge.</p>	<p>content-development time during and after the school day.</p>	<p>available beginning in the 2011-2012 school year.</p>	<p>content resources, the members of the Professional Development Committee will research and publish links to content-based programming.</p>	<p>the purpose of recertification will discuss preferences with the HS Principal and come to agreement about which content would be most useful in terms of improving instruction and increasing student performance.</p>	<p>Committee will ask each participant to conduct embedded research in their classes to determine how increased content knowledge affects student achievement. Participants report their findings to the Professional Development Committee and to the HS Principal.</p>	
<p>Throughout the school year, teachers will work as members of PLC teams to analyze assessment data, plan specific differentiated instruction required to increase student achievement, and to communicate efforts and results with students and their parents.</p>	<p>The HS Principal and her administrative team will construct a class schedule that gives team members a common meeting/planning time, as well as additional</p>	<p>The new schedule will go into effect at the beginning of the 2011-2012 school year.</p>	<p>The HS Principal and her administrative team will take responsibility for creating the schedule and monitoring its implementation.</p>	<p>The HS Principal and/or her designees will meet with teachers during a portion of their common planning time each week to discuss each team's activities and how they affect instruction and student achievement.</p>	<p>The HS Principal and/or her designees will collect student data to look for specific signs of both positive and negative change. That data will include weekly grades that teachers post online, student attendance rates, and the number</p>	<p>\$5,000.00 for professional books and \$5,000.00 for creating and distributing materials + \$10,000.00.</p>

	time to meet with the HS Principal and/or her administrative team members weekly.				and kinds of disciplinary referrals received by the Dean of Students. This collected data will then be returned to each team for discussion and planning with the HS Principal during the weekly conference.	
Middle-school teachers will administer a math achievement test to Grade 8 students at the end of the 2010-2011 school year. Results of this and NECAP test results will be used to place and instruct incoming 9 th -graders. NECAP test results will also be used to place 10 th -graders in an additional Math Literacy class.	The HS Principal has purchased the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) for the purpose of assessing student readiness for HS math and for determining appropriate	The GMADE will be administered to all 8 th -grade students at the conclusion of the 2010-2011 school year. NECAP Mathematics tests are also administered in 8 th -grade. 2010-2011 NECAP	At the middle school, 8 th -grade teachers will administer GMADE to their students. At the HS, math teachers and a guidance counselor will meet before the start of the next school year to analyze GMADE and 8 th -grade NECAP Mathematics	Working together, guidance counselors and HS math teachers will identify 9 th - and 10 th -grade students in need of significant remedial help, that is, students designated P1 or P2 in Mathematics by NECAP measures. The counselor will then place these students in two math classes, a heterogeneous 9 th -	Math literacy teachers will create individualized learning plans for their students. They will implement regular formative and summative assessments to monitor student progress. They will then use assessment results to modify each student's individual learning plan. Released results	District funds were used to purchase the GMADE; however, \$10,000.00 are needed to purchase scanning equipment to increase the efficiency and accuracy of data gathering.

	<p>class selections for incoming freshmen.</p> <p>Currently available NECAP Mathematics test results identify students' levels of proficiency in Mathematics.</p>	<p>results are currently accessible online. NWEA data are printed and distributed to teachers. Copies are mailed directly to students' homes.</p>	<p>test results. They will use these results to determine the instructional needs of incoming students and students moving into 10th grade. Results will be used to help 9th-grade students make appropriate course selections and to place both 9th- and 10th-grade students in Math Literacy classes.</p>	<p>or 10th-grade math class and a math literacy class. In the math literacy class, students will receive differentiated instruction for the purpose of mastering skills and concepts necessary for improved mathematics understanding and application.</p> <p>Students may be released from the class when the Math Literacy specialist determines that the student has acquired 80% mastery of required grade-level Mathematics skills.</p>	<p>from the NECAP Mathematics test administered in the fall will be analyzed by the Math Literacy specialists and also used to modify each student's learning plan. They will explain modifications to their students and to their students' parents or guardians. Parents will be notified either through telephonic or personal conferences.</p> <p>The HS Principal and/or her designees will examine and question individualized student plans during the weekly observational period.</p>	
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<p>Results of NECAP Reading and Math test results will be used to place and instruct incoming 9th-graders. GRADE, GMADE, and MAP test results will also be used to place 9th- and 10th-graders in additional Reading and Math classes.</p>	<p>NECAP test results identify students' levels of proficiency in Reading and Math.</p>	<p>NECAP Reading tests are administered in 8th-grade. 2010-2011 NECAP results are currently accessible online.</p>	<p>At the HS, English teachers and a guidance counselor will meet before the start of the next school year to analyze 8th-grade NECAP Reading test results. They will use these results to determine the instructional needs of incoming 9th-graders and students moving into 10th grade. The staff will use the needs they've identified to place students in appropriate classes, including an additional</p>	<p>Working together, guidance counselors and HS English teachers will identify 9th- and 10th-grade students in need of significant remedial help, that is, students scoring less than Proficient (P1 and P2) in Reading by NECAP measures. The counselor will then place these students in two English classes in each of 9th- and 10th-grade, a heterogeneous English class and a skills-focused Reading class. In the Reading class, students will receive differentiated instruction from a reading specialist. Students may be released from the</p>	<p>With increased time in Reading and Math instruction, it is expected that there will be an increase in student achievement. The Reading Coach, existing Reading Specialist, and Math Coach will review student achievement data every six weeks to look for patterns of student achievement and to determine if instructional modifications are necessary.</p>	<p>No funds are necessary to accomplish this goal.</p>
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			Reading class.	class when the Reading specialist determines that the student has acquired 80% mastery of required grade-level Reading skills.		
To increase student access to extended time to review, practice, or receive new instruction in any discipline, the HS Principal will purchase NovaNet.	The HS Principal will purchase 20 seat licenses for the program.	NovaNet will be in place by July 2011.	A Student Support Services Technician will be in place to help students on a daily basis.	The HS Principal and Associate Principal will work with the technician to monitor student progress.	Student credit acquisition will be used to determine the effectiveness of the program.	\$54,000.00 for a 3-year agreement.
To increase time on learning for students who have not reached competency in all academic areas, the HS will establish a summer school.	The HS Principal will pay HQ teachers stipends (and FICA and NHRS benefits) to work with students over the summer.	Summer School will begin on July 5 th and continue through August 5 th .	A Summer School Coordinator will oversee the program.	Students will register and the Summer School Coordinator will maintain records of student performance.	Student credit acquisition will be used to determine the effectiveness of the program.	\$11,567.00
HS administrators and staff will begin exploring successful advisory	A PLC team of teachers and administrativ	Research will begin in the 2011-2012	Members of the PLC will take	Evidence of the team's success will be in the form of a	During the 2011-2012 school year, the Student	Funds for stipends, travel, and research supplies are estimated at

programs.	e leaders will conduct online research and seek assistance from members of the Department of Education for links to successful advisory programs throughout the state and country.	school year for the purpose of creating an Advisory Program curriculum in the subsequent year.	responsibility for collecting and analyzing information. They will also summarize and communicate their findings to colleagues, members of the Student Leadership Team, the School Board, and to the community through regularly scheduled Parent Advisories and public forums.	finished proposal that is submitted to the HS Principal by the end of the school year.	Leadership Team will collect and analyze information from students, staff, and parents regarding their vision of a successful Advisory Program. As part of their culture initiative, team members will communicate the results and assist staff in creating the finished proposal.	\$7,000.00.
The HS counseling staff will meet to discuss and develop effective support strategies to assist students in academic planning.	Two guidance counselors will collaborate to complete this initiative.	The guidance counselors will meet in July and August 2011.	The HS Principal will review the strategies/policies the guidance counselors create.	The Associate Principal will oversee the implementation of the new guidance procedures/policies.	The guidance counselors will use student achievement data to look for evidence of the effectiveness of the student support procedures/policies.	\$6,940.20 to cover stipends for summer work. (120 hours @ \$25.00 per hour = \$3,000.00 x 2 people + FICA and NHRS benefits)

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The HS Principal will hire a consultant, such as Dr. William Preble of MainStreet Academix, to help the school assemble, train, and support a Student Leadership Team and an Adult Design Team.	The HS staff will work with the consultant to assemble a diverse group of students representing different academic and vocational interests and abilities, as well as teachers, to form two teams: a sustainable Student Leadership Team and an Adult Design Team.	The Student Leadership effort will begin in the 2011-2012 school year.	The Student Leadership Team and the Adult Design Team will work collaboratively to sustain and communicate efforts to create a positive school culture and increased opportunities for student engagement.	The consultant will work with the Student Leadership Team to conduct research regarding school culture. They will use the data they collect to propose specific activities and processes for the purpose of improving school culture. They will communicate their proposals with other students and staff during faculty meetings throughout the year.	The Student Leadership Team will conduct research under the guidance of the contractor to establish cultural goals that they then help initiate, communicate, and sustain in an ongoing effort to promote student leadership in shaping a positive school culture.	\$3,740.00 x 3 years = \$11,220.00
The district's Superintendent will continue a new initiative to write a weekly article	The Superintendent will submit weekly	The process of submitting weekly articles was	The Superintendent is responsible for this	Articles written by the Superintendent will appear in weekly print and	Information collected directly from parents and community	There are no costs associated with this activity.

<p>for local newspapers discussing school activities and student achievement.</p>	<p>articles to <i>The Villager</i>, a local newspaper. He will also submit information to <i>The Messenger</i>, another vehicle for informing the public about local events and organizations.</p>	<p>begun in April 2011 and will continue in the subsequent school year.</p>	<p>activity.</p>	<p>online publications.</p>	<p>members at public forums described in the next activity will assist the Superintendent in making this effort as effective as possible.</p>	
<p>The district's Superintendent, School Board chairman, and support staff will participate in bi-monthly public forums to engage parents and community members in discussion of school activities, needs, and student accomplishments.</p>	<p>The Superintendent held the first public forums in April 2011 for the purpose of gaining information used in the planning of this School Improvement Grant application.</p>	<p>This activity has already begun and will continue to occur at least bi-monthly through the subsequent school year.</p>	<p>The Superintendent is responsible for this activity.</p>	<p>As in the initial forums, participants will be invited to comment. All comments will be recorded and then made public through the district's website.</p>	<p>Information gathered during public forums will be posted on the district's website.</p>	<p>There are no costs associated with this activity.</p>

	<p>Three forums were held, one in Washington, one in Hillsboro, and one in Deering. Information from all three meetings was collated and distributed to members of the SIG planning committee for review, discussion, and determination of goals.</p>					
<p>The HS Principal and other members of her team will establish a Parent Advisory Council (PAC). The advisory will be conducted monthly at the HS for the purpose of giving parents and interested</p>	<p>The HS Principal and members of her administrative team held the first PAC in April 2011 for the</p>	<p>This activity has already begun and will continue to occur monthly through the subsequent school year.</p>	<p>The HS Principal is responsible for this activity.</p>	<p>As in the initial forum, participants will be invited to comment. All comments will be recorded and then made public through the school's website.</p>	<p>Information gathered during public forums will be posted on the school's website.</p>	<p>There are no costs associated with this activity.</p>

<p>community members an open arena in which to discuss matters related to the HS and student achievement.</p>	<p>purpose of gaining information used in the planning of this School Improvement Grant application.</p>					
<p>HS teachers and administrators will establish and maintain websites to keep students, parents, and community members informed. Teachers will post syllabi and establish protocols for posting additional communication materials over the 3-year period. Teachers and staff will post schedules of after-school activities and special events. They will increase parent-teacher communication on student progress and achievement. Teachers will also post grades and other student assessments, homework assignments, and</p>	<p>The district's Technology Department has purchased a license for a new Web tool that will allow all staff members to establish and maintain active Web pages. Members of the Technology Department will train staff how to use the Web tool during after-</p>	<p>Training in the use of the new Web tool will be conducted on one day during each of the district's Summer Professional Development Institute held prior to the beginning of the 2011-2012 school year.</p>	<p>The Technology Director is responsible for planning and implementing this training.</p>	<p>Staff participating in the training will establish their websites by the end of the day's training.</p>	<p>Grade-level team leaders will monitor the timely maintenance of each teacher's website, offering assistance, if necessary. The HS Principal will designate a member of the administrative team to maintain the school's general website page and will monitor that work by periodically checking the website to ensure current information.</p>	<p>SAU funds were used to purchase Edline, a leading school website provider, and training for members of the Technology Department in preparation for this activity. There are no additional costs associated with training the HS staff.</p>

<p>projects for parents to access at any time.</p>	<p>school sessions.</p>				<p>Because active websites provide up-to-date communication with students and their families, the HS Principal will have the PLC team create, distribute, and assess the results of a student and a parent survey at the end of the school year to determine the perceived influence of the websites upon student achievement.</p>	
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C. BUDGET:

Provide budget information on this page as well as pages LEA-19 and LEA-20 that indicates the amount of school improvement funds your LEA will use each year to:

School Name	Year I Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-implementation	Year 1 - Full Implementation			
Hillsboro-Deering High School		\$45,000.00 + \$5,400.00 in related travel for a consultant such as Lew Gitelman of ReDesign for job-embedded professional development and coaching for instructional design and delivery based on Frameworks for Effective Instruction.			\$50,400.00
		\$16,980.00 for Mathematics and English job-embedded coaching and instruction through a post-secondary institution such as The University of New Hampshire; 10 weeks of coaching, plus after-school instruction; \$8,184.00 for each coach plus travel. At \$0.51 per mile, travel costs for 2 instructors are estimated to be \$1,224.00.			\$18,204.00
		\$30,000.00 for contracting ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 days to occur over the			\$30,000.00 + \$3,000.00 for travel

		school year: \$1,500.00 for fees and travel x 20 days between September 2011 and June 2012			
		\$68,000.00 for one Special Education Teacher to support teachers in their efforts to improve instruction and achievement for students with educational disabilities. The teacher will assist teachers in providing differentiated instruction for students with special needs.	\$68,000.00	\$68,000.00	\$204,000.00
		\$68,000.00 x 2 = \$136,000.00 for one English/Reading/La nguage Arts coach and one Math coach working full- time to offer job- embedded professional development and support.	\$136,000.00	\$136,000.00	\$408,000.00
		\$12,600.00 to recruit 7 team leaders to support teachers in coordinating curriculum improvement efforts, to help teachers use data to assess the effectiveness of initiatives, and to assist in the procurement of required resources.	\$12,600.00	\$12,600.00	\$37,800.00

		\$8,675.30 for 10 teachers, 5 representing the 9 th -grade team and 5 representing the 10 th -grade team to work for 25 hours each during the summer to use NECAP, NWEA, GRADE, and GMADE data to plan strategies, build interdisciplinary connections, and establish team and student expectations for increased academic success.			\$8,675.30
		\$30,000.00 for a consultant to assist teachers and administrators in building a tiered system of support for students who need remediation for success. \$1,500.00 for fees plus travel x 20 days between September 2011 and June 2012			\$30,000.00 \$3,000.00 for travel
		\$30,000.00 for a consultant to assist teachers and administrators in establishing a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance. \$1,500.00 for fees plus travel x 20 days between			\$30,000.00 \$3,000.00 for travel

		September 2011 and June 2012			
		\$30,000.00 for individualized professional development for teachers throughout the year. The HS principal will make specific content recommendations based upon each teacher's personal development plan.	\$30,000.00	\$30,000.00	\$90,000.00
		\$10,000.00 for professional books and supplies to support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and parents.	\$10,000.00	\$10,000.00	\$30,000.00
	\$2,100.00 for GRADE and GMADE assessments to evaluate and place 9 th - and 10 th -grade students in classes that offer the best opportunity for increased achievement	\$2,100.00	\$2,100.00	\$2,100.00	\$8,400.00 (including grant pre-implementation costs)
	\$10,000.00 for scanning machines to increase the efficiency and accuracy of data gathering using the GMADE and GRADE assessments				\$10,000.00
		\$18,000.00 for a	\$18,000.00	\$18,000.00	\$54,000.00

		year's license to use NovaNet to increase student access to extended time to review, practice, or receive new instruction in any discipline.			
	\$11,567.00 for two HQ teachers to work with students from July 5 th through August 5 th prior to the 2011-2012 school year.				\$11,567.00
		\$7,000.00 for recruiting staff to explore models of successful student advisory programs and make on-site visits to develop a proposal for a Student Advisory Program designed specifically for the students of H-D HS.			\$7,000.00
	\$6,940.20 to pay stipends and benefits for 2 guidance counselors to work in July and August 2011, prior to the opening of school, to develop effective support strategies to assist students in academic planning.				\$6,940.20
		\$3,740.00 to hire a consultant to help the HS assemble, train, and support a Student Leadership Team and an Adult Design Team.	\$3,740.00 to hire a consultant to help the HS sustain a Student Leadership Team and an Adult Design Team.	\$3,740.00 to hire a consultant to help the HS sustain a Student Leadership Team and an Adult Design Team.	\$11,220.00
LEA-level					

Activities					
Building a Professional Learning Community Institute	\$34,909.00 for the Syracuse Institute for Professional Development training in how to establish a Professional Learning Community. Sum includes fees, travel, and accommodations for 24 people.				\$34,909.00
EdLine Web Hosting		\$3,000.00 to license the services of a Web host, promoting communication efforts between school staff and students, families, and community members in an effort to increase student performance.	\$3,000.00	\$3,000.00	\$9,000.00
Total Budget					\$1,099,115.50

- 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 or no more than \$6,000,000 over three years.

Page LEA-19 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-20 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 11, 2012), 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:

LEA Hillsboro-Deering School Cooperative Budget

Three Year School Budget Plan

(Complete one per 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 <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	1) \$68,000.00 for one Special Education Teacher to support teachers in their efforts to improve instruction and achievement for students with educational disabilities. The teacher will assist teachers in providing differentiated instruction for students with special needs.	1) \$68,000.00 for one Special Education Teacher to support teachers in their efforts to improve instruction and achievement for students with educational disabilities. The teacher will assist teachers in providing differentiated instruction for students with special needs.	1) \$68,000.00 for one Special Education Teacher to support teachers in their efforts to improve instruction and achievement for students with educational disabilities. The teacher will assist teachers in providing differentiated instruction for students with special needs.	1) \$68,000.00	1) \$68,000.00	1) \$68,000.00	
				2) \$136,000.00	2) \$136,000.00	2) \$136,000.00	
				3) \$12,600.00	3) \$12,600.00	3) \$12,600.00	
				4) \$11,567.00			
				5) \$7,000.00			
				6) \$6,940.20			
				7) \$8,675.30			
	2) \$136,000.00 for one English/Reading /Language Arts coach and one Math coach working full-time to offer job-embedded professional development and support.	2) \$136,000.00 for one English/Reading /Language Arts coach and one Math coach working full-time to offer job-embedded professional development and support.	2) \$136,000.00 for one English/Reading /Language Arts coach and one Math coach working full-time to offer job-embedded professional development and support.	2) \$136,000.00 for one English/Reading /Language Arts coach and one Math coach working full-time to offer job-embedded professional development and support.			
	3) \$12,600.00 to recruit 7 team leaders to support teachers in coordinating curriculum improvement efforts, to help teachers collect	3) \$12,600.00 to recruit 7 team leaders to support teachers in	3) \$12,600.00 to recruit 7 team leaders to support teachers in	3) \$12,600.00 to recruit 7 team leaders to support teachers in coordinating curriculum improvement efforts, to help teachers collect			
							LEA- 80

	<p>and use data to assess the effectiveness of initiatives, and to assist in the procurement of required resources.</p> <p>4) \$11,567.00 for 2 HQ teachers to work with students from July 5th through August 5th prior to the 2011-2012 school year.</p> <p>5) \$7,000.00 for recruiting staff to explore models of successful student advisory programs and make on-site visits to develop a proposal for a Student Advisory Program designed specifically for the students of HDHS.</p> <p>6) \$6,940.20 to pay stipends and benefits for 2 guidance counselors to work in July and August 2011, prior to the</p>	<p>coordinating curriculum improvement efforts, to help teachers collect and use data to assess the effectiveness of initiatives, and to assist in the procurement of required resources.</p>	<p>and use data to assess the effectiveness of initiatives, and to assist in the procurement of required resources.</p>			
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	<p>opening of school, to develop effective support strategies to assist students in academic planning.</p> <p>7) \$8,675.30 for 10 teachers, 5 representing the 9th-grade team and 5 representing the 10th-grade team to work for 25 hours each during the summer to use NECAP, NWEA, GRADE, and GMADE data to plan strategies, build interdisciplinary connections, and establish team and student expectations for increased academic success.</p>					
<p>Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development & Contracted Services Justification Form (LEA Appendix E)</i></p>	<p>1) \$34,909.00 To prepare for the construction of a Professional Learning Community at the High School, the Superintendent arranged for 3</p>	<p>6) \$30,000.00 for individualized content development for teachers throughout the year. The HS principal will</p>	<p>6) \$30,000.00 for individualized content development for teachers throughout the year. The HS principal will</p>	<p>1) \$34,909.00 2) \$45,000.00 3) \$16,368.00 4)</p>	<p>6) \$30,000.00 7) \$3,740.00 8) \$3,000.00</p>	<p>6) \$30,000.00 7) \$3,740.00 8) \$3,000.00</p>

<p><i>must be completed</i></p>	<p>days of specialized training in <i>Professional Learning Communities at Work</i>. HS teachers, a guidance counselor, and the HS Principal and Associate Principal will attend the institute during the summer prior to Year 1. The training will allow them to initiate and support PLC initiatives at the HS.</p> <p>2) \$45,000.00 for a consultant such as Lew Gitelman of ReDesign for 45 days of job-embedded professional development and coaching for instructional design and delivery based on Frameworks for Effective Instruction.</p> <p>3) \$16,368.00 for Mathematics and English job-embedded coaching and instruction through a post-secondary</p>	<p>make specific content recommendations based upon each teacher's personal development plan.</p> <p>8) \$3,000.00 to license the services of a Web host, promoting communication efforts between school staff and students, families, and community members in an effort to increase student performance.</p>	<p>make specific content recommendations based upon each teacher's personal development plan.</p> <p>8) \$3,000.00 to license the services of a Web host, promoting communication efforts between school staff and students, families, and community members in an effort to increase student performance.</p>	<p>\$30,000.00</p> <p>5) \$30,000.00</p> <p>6) \$30,000.00</p> <p>7) \$30,000.00</p> <p>8) \$3,740.00</p> <p>9) \$3,000.00</p>		
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	<p>institution such as The University of New Hampshire; 10 weeks of coaching, plus after-school instruction; \$8,184.00 per instructor plus travel.</p> <p>4) \$30,000.00 for contracting ongoing coaching/training from someone like Paul Farmer to support the fledgling Professional Learning Community initiative: 20 days to occur over the school year: \$1,500.00 for fees x 20 days between September 2011 and June 2012 plus travel</p> <p>5) \$30,000.00 for a consultant like Elaine McNulty-Knight to spend 20 days assisting teachers in building a three-tiered system of differentiated support for students who need remediation for success. \$1,500.00 x 20 days = \$30,000.00 plus</p>					
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	<p>travel.</p> <p>6) \$30,000.00 for a consultant to work with the HS and larger district to establish a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance. \$1,500.00 x 20 days = \$30,000.00, plus travel</p> <p>7) \$30,000.00 for individualized professional development for teachers throughout the year. The HS principal will make specific content recommendations based upon each teacher's personal development plan.</p> <p>8) \$3,740.00 to hire a local consultant to help the HS assemble, train, and support a Student Leadership Team and an</p>					
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	<p>Adult Design Team.</p> <p>9) \$3,000.00 to license the services of a Web host, promoting communication efforts between school staff and students, families, and community members in an effort to increase student performance.</p>					
<p>Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>1) \$5,000.00 for supplies, such as paper, posterboards, noteboards, copier toner, staples, and markers to create, duplicate, and distribute materials to support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and parents.</p> <p>2) \$2,100.00 for GRADE and GMADE</p>	<p>1) \$5,000.00 for supplies such as paper, posterboards, noteboards, copier toner, staples, and markers to create, duplicate, and distribute materials to support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and parents.</p> <p>2) \$2,100.00 for GRADE</p>	<p>1) \$5,000.00 for supplies such as paper, posterboards, noteboards, copier toner, staples, and markers to create, duplicate, and distribute materials to support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and parents.</p> <p>2) \$2,100.00 for GRADE and</p>	<p>1) \$5,000.00 2) \$2,100.00 3) \$18,000.00</p>	<p>1) \$5,000.00 2) \$2,100.00 3) \$18,000.00</p>	<p>1) \$5,000.00 2) \$2,100.00 3) \$18,000.00</p>

	<p>assessments to evaluate and place 9th- and 10th-grade students in classes that offer the best opportunity for increased achievement</p> <p>3) \$18,000.00 for a year's license to use NovaNet to increase student access to extended time to review, practice, or receive new instruction in any discipline.</p>	<p>and GMADE assessments to evaluate and place 9th- and 10th-grade students in classes that offer the best opportunity for increased achievement</p> <p>3) \$18,000.00 for a year's license to use NovaNet to increase student access to extended time to review, practice, or receive new instruction in any discipline.</p>	<p>GMADE assessments to evaluate and place 9th- and 10th-grade students in classes that offer the best opportunity for increased achievement</p> <p>3) \$18,000.00 for a year's license to use NovaNet to increase student access to extended time to review, practice, or receive new instruction in any discipline.</p>			
<p>Books Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</p>	<p>1) \$5,000.00 for books, such as Danielson's <i>Frameworks for Effective Instruction</i>, Gregory and Chapman's <i>Differentiated Instructional Strategies</i>, Jensen's <i>Teaching with the Brain in Mind</i>, Wolfe's <i>Brain Matters: Translating Research into Classroom Practice</i>, and</p>	<p>1) \$5,000.00 for replacement books and new research-based professional books that support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with</p>	<p>1) \$5,000.00 for replacement books and new research-based professional books that support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and</p>	1) \$5,000.00	1) \$5,000.00	1) \$5,000.00

	<p>Darling-Hammond and Bransford's <i>Preparing Teachers for a Changing World</i>, to support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and parents. Selected books will focus on the SI Goals:</p> <p>a) increase instructional rigor through deliberate instructional planning.</p> <p>b) to increase instructional effectiveness through use of assessment data.</p> <p>c) create and sustain a positive school culture to engage all</p>	<p>students and parents. Selected books will focus on the SI Goals:</p> <p>a) increase instructional rigor through deliberate instructional planning.</p> <p>b) to increase instructional effectiveness through use of assessment data.</p> <p>c) create and sustain a positive school culture to engage all students.</p> <p>d) create and sustain an effective communication system that helps parents and other community members remain informed and engaged in school activities.</p>	<p>parents. Selected books will focus on the SI Goals:</p> <p>a) increase instructional rigor through deliberate instructional planning.</p> <p>b) to increase instructional effectiveness through use of assessment data.</p> <p>c) create and sustain a positive school culture to engage all students.</p> <p>d) create and sustain an effective communication system that helps parents and other community members remain informed and engaged in school activities.</p>			
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	<p>students.</p> <p>d) create and sustain an effective communication system that helps parents and other community members remain informed and engaged in school activities.</p>					
<p>Equipment <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>1) \$10,000.00 for scanning machines to increase the efficiency and accuracy of data gathering using the GMADE and GRADE assessments</p>			<p>1) \$10,000.00</p>		
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<p>1) \$16,368.00 for Professional Development in Mathematics and English Instruction through a post-secondary institution such as The University of New Hampshire. The purpose is to provide 10 weeks of support, coaching, and</p>			<p>1) \$16,368.00 2) \$30,000.00 3) \$45,000.00 4) \$30,000.00 5) \$30,000.00</p>		

	<p>training for English and Math teachers. \$8,184.00 for the English class and \$8,184.00 for the Math class, plus travel described in separate section.</p> <p>2) Professional Development in Tiered Instruction from someone like Elaine McNulty-Knight, who will work with teachers for a total of 20 days over the course of the school year to provide job-embedded training in creating tiered responses to help teachers address the academic needs of high-school students. Daily rate: \$1,500.00 x 20 days = \$30,000.00, plus travel described in the Travel section. The consultant will work directly with teachers to assist them in using assessment and other student data to determine appropriate intervention responses. Teachers will</p>					
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	<p>learn strategies for differentiating instruction and implementing those strategies in the context of daily classroom instruction.</p> <p>3) Implementing Frameworks for Effective Instruction led by Lew Gitelmann of ReDesign; ReDesign uses the Frameworks for Effective Instruction as the lens through which teaching is examined. By focusing on a common, easily recognizable set of instructional best practices, both teachers and coaches have a clear understanding of what effective instruction looks like; (Include costs such as staff compensation, materials, contracted services and other related costs). 45 days x \$1,000.00 per day = \$45,000.00 plus travel described in the Travel section. Mr. Gitelman will train the</p>					
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	<p>entire staff in the development of effective instruction through the use of Frameworks of Effective Instruction. While he will spend some part of each day of his days working with the staff as a whole, he will also use part of his time to work with two instructional specialists, who will then continue to support Mr. Gitelman's work in classrooms on a daily basis. The specialists will collect data during their work with teachers that they will then share with Mr. Gitelman to help him focus the content and direction of subsequent training. Mr. Gitelman will also make himself available to the staff of post-secondary institution in their efforts to improve Math and English instruction. Together, the consultants will determine how best to work</p>					
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	<p>together to meet teachers' specific needs.</p> <p>4) \$30,000.00 for individualized professional development. The HS Principal will work with individual teachers to determine appropriate professional development, tied to the evolving professional evaluation plan and recertification. The HS Principal and teachers will seek individualized professional development from a variety of sources.</p> <p>5) \$30,0000.00 plus travel described in the Travel section for ongoing support for implementing a fledgling Professional Learning Community in support of reforms intended to improve student academic performance and school culture. Someone like Paul Farmer of Solution Tree</p>					
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	<p>will spend 20 days @ \$1,500.00 per day to work with staff in PLC groups, plus travel described in the Travel section.</p> <p>6) \$30,000.00 + travel for contracting ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 days to occur over the school year: \$1,500.00 for fees x 20 days between September 2011 and June 2012 plus travel described in the Travel section.</p>					
<p>Travel Summarize your activities including the number of days, people involved and associated costs.</p>	<p>1) Professional Development in Mathematics and English Instruction through a post-secondary institution such as The University of New Hampshire; Two instructors will visit once per week for 10 weeks, with 4</p>			<p>1) \$1,224.00 2) \$3,000.00 3) \$5,400.00 4) \$3,000.00 5) \$3,000.00</p>		

	<p>additional after-school classes. One round-trip per week for 10 weeks would cover about 1,200 miles. At \$0.51 per mile, travel costs would be approximately $\\$612.00 \times 2 = \\$1,224.00$</p> <p>2) A consultant such as Elaine McNulty-Knight will work with teachers for 20 days over the course of the school year to assist in using a tiered response to intervention, differentiating instruction for HS students with significant needs of improvement. Travel time: $\\$150.00 \times 20 \text{ days} = \\$3,000.00$</p> <p>3) A consultant such as Lew Gitelman of ReDesign for 45 days of job-embedded professional development and coaching for instructional design and delivery based on Frameworks for Effective Instruction. Travel expenses</p>					
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	<p>are estimated at \$120.00 per day for a total of \$5,400.00.</p> <p>4) A consultant will provide ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 days to occur over the school year: \$150.00 travel x 20 days between September 2011 and June 2012 = \$3,000.00</p> <p>5) \$150.00 for travel for a consultant who will spend 20 days over the course of the year assisting teachers and administrators in establishing a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance. \$1,500.00 for fees plus travel x 20 days between September 2011 and June 2012. \$150.00 x 20 =</p>					
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	\$3,000.00					
Administrati on <i>Include other costs associated with supporting plan implementation.</i>						
Indirect Costs						
Total				\$529,523.50	\$283,440.00	\$283,440.00
				(This total does not duplicate the entries for contracted and professional developmen t services.)		

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2011-2012**

(Please complete one per school)

Use this form to provide sufficient detail regarding proposed expenditure for the 2011-2012 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43).

School Name: Hillsboro-Deering High School

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	<p>1) \$68,000.00 for one Special Education Teacher to support teachers in their efforts to improve instruction and achievement for students with educational disabilities. The teacher will assist teachers in providing differentiated instruction for students with special needs. According to NECAP scores, 85% of IEP students in the HS are less than proficient in Reading. 100% of IEP students in the HS are less than proficient in Math. District leaders and school board members, alarmed at the overwhelming lack of proficiency among students with the greatest needs, support recruiting a special education teacher to work with other teachers to differentiate instruction for their IEP students <i>and</i> to provide increased learning time for IEP students.</p> <p>2) \$136,000.00 for one English/Reading/Language Arts coach and one Math coach working full-time to offer job-embedded professional development and support. According to NECAP scores, more than 30% of ALL students in the HS are less than proficient in Reading. 88% of ALL students in the HS are less than proficient in Mathematics. The assessment data convince us that we need to focus more efforts on building English and Mathematics literacy. The district believes that a focus on instructional planning, lesson delivery, using formative and summative assessment data to change instruction, and varying responses to students' learning needs by differentiating instruction can best be done by providing job-embedded professional development that includes classroom modeling and training provided by 2 highly qualified instructors with English and Mathematics expertise.</p> <p>3) \$12,600.00 to recruit 7 team leaders to support</p>	<p>1) \$68,000.00</p> <p>2) \$136,000.00</p> <p>3) \$12,600.00</p> <p>4) \$11,567.00</p> <p>5) \$7,000.00</p> <p>6) \$6,940.20</p> <p>7) \$8,675.30</p>

	<p>teachers in coordinating curriculum improvement efforts, using data to assess the effectiveness of initiatives, and to assist in the procurement of required resources. One of the HS's, and for that matter, the district's challenges is how to translate intention into action. In other words, teachers know they have a responsibility to use student assessment data to differentiate instruction, but obstacles sometimes block successful action. One obstacle is insufficient time to collect assessment data. Another is insufficient time to analyze the meaning of the data. The third obstacle is how to change instruction in a way that actually reflects what the data say. The latter obstacle may be the greatest, given that so much careful planning is required for real differentiation to occur and materials or resources may be necessary to accomplish the task. Given these challenges, team leaders could help teachers overcome obstacles by helping collect and analyze data, working with teachers to plan effective responses to student performance, and assisting teachers by procuring resources to provide appropriate instruction.</p> <p>4) \$11,567.00 for 2 HQ teachers to work with students from July 5th through August 5th prior to the 2011-2012 school year. HS students who fail to earn credits for their work in the 2010-2011 school year need extended learning opportunities if they are to recover from failure before beginning a new year. Consequently, the district will hire HQ teachers to work with students over the summer. Students will use academic software to complete failed work. The software relies on pre-assessments to determine which concepts or areas of study a student must focus on before progressing through a unit of study. After students complete an assignment based on pre-assessment results, they take a post-assessment. Only when assessment results indicate that students have reached proficiency are students allowed to progress. HQ teachers will work with students to help them establish and monitor learning goals. The ultimate goal is full credit recovery and advancement to the next level of academic work in the regular school</p>	
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	<p>year.</p> <p>5) \$7,000.00 for recruiting staff to explore models of successful student advisory programs and make on-site visits to develop a proposal for a Student Advisory Program designed specifically for the students of H-D HS. This year, numerous staff members engaged with experts from a local college to learn more about the role of school culture in improving student performance. The experts shared research that shows that implementing a Student Advisory Program can be an effective means of improving school culture, helping to create a safe, positive atmosphere in which students can find the academic, emotional, and social guidance they need for greater success. Even beginning a focus on improving school climate has been shown to increase student test scores by as much as 11%. Given the district's and HS's determination to undertake sound practices to promote student achievement, the HS will recruit staff to begin investigating and visiting successful advisory programs. They will also work with student leadership groups to assemble a proposal for a viable Student Advisory Program to be submitted to the HS Principal at the end of Year 1.</p> <p>6) \$6,940.20 to pay stipends and benefits for 2 guidance counselors to work in July and August 2011, prior to the opening of school, to develop effective support strategies to assist students in academic planning. This year, the district invested in new software to assist HS guidance counselors as they look for effective means to begin academic planning, monitor academic performance at each grading period, and communicate with students and their parents for the purpose of supporting student success and preparing students for post-secondary career plans. This year, the guidance department has relied on one full-time lead counselor, one temporary counselor, and one part-time counselor who returned from retirement to assist. In June 2011, the HS Principal hired a full-time guidance counselor. This counselor and the returning lead counselor will now work together to use the software in their possession to build programs or develop strategies for engaging all students, from freshmen to seniors and from those</p>	
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	<p>who are college-bound and those who are considering other post-secondary choices.</p> <p>7) To have 9th- and 10th-grade teaching teams in place and ready to begin the school year in Year 1, 10 teachers will work collaboratively for a total of 25 hours in July-August 2011. The total cost with stipends, FICA, and benefits will be \$8,675.00. Team members will use NECAP, NWEA, GRADE, and GMADE student assessment data to plan grouping and instructional strategies, build interdisciplinary connections, and establish team and student expectations for increased academic success. The team's focus on student learning is representative of the Professional Learning Community the HS and larger district are trying to put in place. The focus also incorporates data in decision-making processes.</p>	
<p>Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i></p>	<p>1) To prepare for the construction of a Professional Learning Community at the High School, the Superintendent arranged for 3 days of specialized training in <i>Professional Learning Communities at Work</i>. HS teachers, a guidance counselor, and the HS Principal and Associate Principal will attend the institute during the summer prior to Year 1. The training will allow them to initiate and support PLC initiatives at the HS. Research indicates that the PLC at Work process is the most powerful strategy for sustained, substantive school improvement. Attending the institute will give participants the knowledge and tools they need to implement the process at the HS and assist with the process across the district. The PLC focuses on three areas: learning, building a collaborative culture, and working for results.</p> <p>2) \$45,000.00 for a consultant such as Lew Gitelman of ReDesign for 45 days of job-embedded professional development and coaching for instructional design and delivery based on Frameworks for Effective Instruction. In a review of teacher practices this year, based on bi-weekly teacher observations and lesson evaluations, the HS Principal concluded that after working without consistent leadership for so long, many teachers had abandoned the professional practice of creating formal lesson plans. Instead, they relied on prior experiences and content familiarity. To correct this dilemma, the HS Principal began requiring that each</p>	<p>1) \$34,909.00 2) \$45,000.00 3) \$16,368.00 4) \$30,000.00 5) \$30,000.00 6) \$30,000.00 7) \$30,000.00 8) \$3,740.00 9) \$3,000.00</p>

	<p>teacher submit one fully developed lesson plan for review each week. The HS Principal reviewed the lesson, made specific comments, and returned the lesson with an invitation to discuss the lesson directly. Some teachers chose to engage, while others did not. In Year 1 of the grant, the HS Principal wants to expand the practice of formal lesson planning, and will use contracted expert services to assist her in working directly with teachers to build effective, rigorous, assessment-based lesson plans. The expert will also assist in training the English/Reading/Language Arts coach and the Math coach in the techniques he uses so that they, in turn, can continue the integrity of the expert's training into classrooms, where they work with teachers daily.</p> <p>3) \$16,980.00 for Mathematics and English job-embedded coaching and instruction through a post-secondary institution such as The University of New Hampshire; 10 weeks of coaching, plus after-school instruction; \$8,184.00 for each coach plus travel. Research indicates that teachers with greater content knowledge have greater confidence and that confidence then results in an enhanced ability to present content in novel or creative ways to ensure that all students learn. With this research in mind, the district will seek the assistance of professors like those at The University of New Hampshire to work in classrooms with HS English and Math teachers once each week for 10 weeks. The instructors will model and coach. They will also make observations to share with teachers. Then four times during the 10-week session, the instructors will use their data and confer with the teachers to create agendas for additional after-school instruction that focuses on content development and improved content delivery. It will also address student performance and how planning and other decisions being made in classrooms affects student performance.</p> <p>4) \$30,000.00 + travel for contracting ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 days to occur over the school year: \$1,500.00 for fees x 20 days between September 2011 and June 2012. Research demonstrates that it takes several years for a Professional Learning Community to reach its full potential. To ensure that the HS has a solid foundation on which to begin building their community, the HS Principal will hire proven experts, perhaps Paul Farmer or someone with</p>	
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	<p>comparable credentials, to spend 20 days with staff, visiting classrooms, observing, and sharing information at team and staff meetings. To show its support for the HS initiative, the district will use its own funds to hire the selected person or someone comparable to provide similar training to elementary and middle-school staff, believing that the HS initiative will be most successful if it has the backing of district leadership and all school staffs. In other words, the district is committed to “reading from the same page,” so that we may be of support to each other and work as a team to improve student performance across the district.</p> <p>5) \$30,000.00 for a consultant like Elaine McNulty-Knight or someone with comparable credentials to spend 20 days assisting teachers in building a tiered system of differentiated support for students who need remediation for success. ($\\$1,500.00 \times 20 \text{ days} = \\$30,000.00$) The expert will focus on the tiered response to intervention (RtI). RtI is assessment based. Assessment results are used to establish explicit learning goals for students. These goals are reached through explicit instruction. Monitoring is constant, allowing continuing RtI, as the data dictate. Instruction begins with “universal,” meaning all students receive instruction. Then next step is “supplemental,” meaning the teacher uses instruction to provide more focus and intensity. Next comes “intensive” intervention, meaning the teacher applies new strategies. Finally, for students with even greater needs, “extraordinary” instruction occurs, meaning the teacher applies highly specialized techniques to assist students (Batsche, 2005). The RtI procedure takes considerable practice and methods change as students’ needs change. HS and other district staff have received professional development in RtI, but continued coaching from an RtI expert will help teachers make assessment-based RtI a natural part of the instructional process, thus promoting student achievement.</p> <p>6) \$30,000.00 for a consultant (the HS Principal has had no time to distribute RFPs for recommended consultants up to this point) to work with the HS and larger district to establish a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance. ($\\$1,500.00 \times 20 \text{ days} = \\$30,000.00$) District leadership has changed so frequently in the past 8 years, that the Professional Evaluation Plan requires</p>	
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	<p>new examination. Although the evaluation system was approved by the state DoE for the 2010 school year, district leaders, including the HS Principal are determined to revisit and revise the existing evaluation plan for several reasons. One, district leaders want to include a broader range of stakeholders in building the evaluation system, meaning students, teachers, parents, and district leaders. Second, they want to promote an evaluation system that includes attention to student performance and proficiency. Third, they want to collaborate upon devising an effective means of recognizing outstanding teacher performance. To accomplish such a sensitive task, district leaders support the HS Principal's belief that the goal may be accomplished more efficiently if someone outside the district facilitates the process. Consequently, the HS principal will use these funds to find a credible expert with a proven track record in helping districts build effective Professional Evaluation Plans.</p> <p>7) \$30,000.00 for individualized professional development for teachers. Every teacher must renew her/his teaching certificate every 3 years. In that time, each teacher works with the HS Principal to devise a learning plan. In Year 1, the HS Principal will begin expecting teachers to bring their students' assessment data and use those data to plan training. The HS Principal can assist each teacher or enlist the help of members of the district's Professional Development Committee to find resources that satisfy each teacher's specific professional development needs. Recertification is granted only with the successful completion of principal-approved training.</p> <p>8) \$3,740.00 to hire a local consultant to help the HS assemble, train, and support a Student Leadership Team and an Adult Design Team in Year 1. This year, numerous staff members engaged with experts from a local college to learn more about the role of school culture in improving student performance. The district paid the expert and trained graduate and undergraduate students to work directly with HS students and staff in several workshops, addressing student attitudes and the factors that influence school culture. The point of workshops was to consider means of improving school culture. The expert defined the term <i>school culture</i> to help students</p>	
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	<p>understand that it goes far beyond the current cultural emphasis on bullying. Students heard that a positive school culture is one in which they are safe to engage and learn. The expert shared his own research across the nation. Data show that even attempting to address improving school culture increases student test scores by as much as 11%. Given the district's goal to improve school culture, the HS will recruit the same expert or someone with comparable credentials to help the HS implement a Student Leadership Team that is supported by a team of Adult Mentors. The expert will have a proven procedure ready to put into place immediately in the new school year.</p> <p>9) \$3,000.00 to license the services of a Web host, promoting communication efforts between school staff and students, families, and community members in an effort to increase student performance. Feedback from students, parents, and community members at public forums held prior to and during the SIG application process included numerous requests for improved communication between school and home. Parents asked for current teacher pages that allow them to see their children's grades, locate their assignments, and read about long-term projects and efforts. They asked for a communication tool that was accessible at all times and one that could offer all of the information they might need in a single location. These requests were so common that the SIG committee chose to make implementing a new Website sponsored by a new Web host an SI goal. To show its commitment to the undertaking, the district sought and selected the best possible provider for the district and used this year's funds to purchase a license so that the site would be ready for full implementation soon after school begins in Year 1 of the grant. The district chose a Web host that would pick up teachers' existing Web pages to make the transition as easy as possible. The Web host will also allow parents to log in using a self-selected password. Logging in will take them directly to a list of their children's names. They may then click on their children's names to see class lists and links to teacher pages.</p> <p>With training planned by members of the Tech Department to occur during the opening days of school, teachers will be expected to have active Web pages by the end of September 2011. The HS</p>	
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	Principal or her designee will monitor Web pages each month to be sure they are active and contain up-to-date information that is useful to students and parents.	
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	<p>1) \$5,000.00 for supplies, such as paper, posterboards, noteboards, copier toner, staples, laminate plastic, and markers to create, duplicate, and distribute materials to support teachers and PLC teams as they collect and analyze student assessment data, plan differentiated instruction, and undertake communication initiatives with students and parents. To be prepared for the variety of reform initiatives that varied stakeholders will undertake in an effort to inspire and increase student performance, the district will need funds for the additional supplies necessary for dissemination of information.</p> <p>2) \$2,100.00 for GRADE and GMADE assessments to evaluate and place 9th- and 10th-grade students in classes that offer the best opportunity for increased achievement. The name GRADE stands for “Group Reading Assessment and Diagnostic Evaluation.” The name GMADE stands for “Group Mathematics Assessment and Diagnostic Evaluation.” Both tools are used to determine students’ Reading and Mathematics performance. Test results will allow the HS Principal and guidance staff to place students in appropriate classes in the 9th- and 10th-grades. In addition, the data will be used to determine which students should receive increased learning time in additional English/Reading/Language Arts or Mathematics classes in order to bring them to proficiency.</p> <p>3) \$18,000.00 for a year’s license for 20 “seats” with links to NovaNet, a self-paced instructional tool with built-in pre- and post-assessments for each unit of study and multiple end-of-course assessments. The purpose of the program is to increase students’ access to academic time, allowing them to review, practice, or receive new instruction in any discipline 24 hours a day. HS guidance counselors and teachers will use grades, NECAP scores, and other assessment data to determine which students need credit-recovery, skill review, mastery practice, or</p>	<p>1) \$5,000.00</p> <p>2) \$2,100.00</p> <p>3) \$18,000.00</p>

	<p>advanced learning opportunities. These students will have access to the program and to the assistance of a highly qualified tutor. The tutor will help students establish and monitor performance benchmarks to help them achieve their learning goals.</p>	
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>1) \$5,000.00 for books, such as DuFours' <i>Professional Learning Communities at Work</i>, Danielson's <i>Frameworks for Effective Instruction</i>, Gregory and Chapman's <i>Differentiated Instructional Strategies</i>, Jensen's <i>Teaching with the Brain in Mind</i>, Wolfe's <i>Brain Matters: Translating Research into Classroom Practice</i>, and Darling-Hammond and Bransford's <i>Preparing Teachers for a Changing World</i>. The books will provide the research-based findings of experts in building Professional Learning Communities, providing structures or frameworks for rigorous lesson planning, helping teachers apply differentiated teaching strategies to accommodate the learning preferences and styles of diverse learners, guiding teachers in how to apply tiered Responses to Intervention, introducing teachers to new discoveries in brain science and what those discoveries tell educators about the way students learn, and supporting teachers and PLC teams as they determine how to use assessment data to make changes in instruction. Selected books will focus on the SI Goals:</p> <p>a) increase instructional rigor through deliberate instructional planning.</p> <p>b) to increase instructional effectiveness through use of assessment data.</p> <p>c) create and sustain a positive school culture to engage all students.</p> <p>d) create and sustain an effective communication system that helps parents and other community members remain informed and engaged in school activities.</p>	<p>1) \$5,000.00</p>

<p>Equipment <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>1) \$10,000.00 for scanning machines to increase the efficiency and accuracy of data gathering using the GMADE and GRADE assessments. Both diagnostic evaluation tools offer a wealth of assessment data for the appropriate placement and instructional focus for students in English/Reading/Language Arts and Mathematics. However, grading the assessments by hand is laborious and opens the process to human error. Relying on scanning equipment to do the job will make the process much faster and accurate.</p>	<p>1) \$10,000.00</p>
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<p>1) Professional Development in Mathematics and English Instruction through a post-secondary institution such as The University of New Hampshire. The purpose is to provide 10 weeks of support, coaching, and training for English and Math teachers. The university instructors will visit each English/Reading/Language Arts class and each Mathematics class one time per week for 10 weeks to make observations, model, and coach. Four times during the 10-week session, the instructors will use their data and confer with English and Math teachers to create agendas for additional after-school instruction that focuses on the needs of the participants. Those needs may include content development or a focus on improved content delivery. Instruction will also address student performance and how planning and other decisions being made in classrooms affects student performance. \$8,184.00 for the English class and \$8,184.00 for the Math class, plus travel.</p> <p>2) Professional Development in Tiered Instruction from someone like Elaine McNulty-Knight who will work with teachers for a total of 20 days over the course of the school year to provide job-embedded training in creating tiered responses to help teachers address the academic needs of high-school students. Daily rate: \$1,500.00 x 20 days = \$30,000.00 The consultant will work directly with teachers to assist them in using assessment and other student data to determine appropriate intervention responses. Teachers will learn strategies for differentiating instruction and implementing those strategies in the</p>	<p>1) \$16,980.00 2) \$30,000.00 3) \$45,000.00 4) \$30,000.00 5) \$30,000.00</p>

	<p>context of daily classroom instruction. The emphasis will be the tiers of RtI, or Responses to Intervention: 1) Assessment results are used to establish explicit learning goals for students. 2) These goals are reached through explicit instruction. 3) Monitoring is constant, allowing continuing RtI, as the data dictate. Instruction begins with “universal,” meaning all students receive instruction. Then next step is “supplemental,” meaning the teacher uses instruction to provide more focus and intensity. Next comes “intensive” intervention, meaning the teacher applies new strategies. Finally, for students with even greater needs, “extraordinary” instruction occurs, meaning the teacher applies highly specialized techniques to assist students (Batsche, 2005). The RtI procedure takes considerable practice and methods change as students’ needs change. HS and other district staff have received professional development in RtI, but continued coaching from an RtI expert will help teachers make assessment-based RtI a natural part of the instructional process, thus promoting student achievement.</p> <p>3) Implementing Frameworks for Effective Instruction led by Lew Gitelmann of ReDesign or someone with comparable credentials; ReDesign uses the Frameworks for Effective Instruction as the lens through which teaching is examined. By focusing on a common, easily recognizable set of instructional best practices, gain a clear understanding of what effective instruction looks like (45 days x \$1,000.00 per day = \$45,000.00). Mr. Gitelman will train the entire staff in the development of effective instruction through the use of Frameworks of Effective Instruction. While he will spend some part of each day of his visits working with the staff as a whole, he will also use part of his time to work with the English/Reading/Language Arts coach and the Math coach, who will then continue to support Mr. Gitelman’s work in classrooms on a daily basis. The coaches will collect data during their work with teachers that they will then share with Mr. Gitelman to help him focus the content and direction of subsequent training. Mr. Gitelman will also make himself available to the staff of post-secondary institution in their efforts to improve Math and English instruction. Together, the consultants will determine how best to work together to meet teachers’ specific needs.</p> <p>In a review of teacher practices in the 2010-2011</p>	
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	<p>school year, based on bi-weekly teacher observations and lesson evaluations, the HS Principal concluded that many teachers needed considerable support in creating lesson plans and creating them consistently for every class. The HS Principal began requiring that each teacher submit one fully developed lesson plan for review each week. The HS Principal reviewed the lesson, made specific comments, and returned the lesson with an invitation to schedule a one-on-one discussion of the lesson.</p> <p>In Year 1 of the grant, Mr. Gitelman will assist the HS Principal in her goal to expand the teacher practice of building effective, rigorous, assessment-based lesson plans for all classes. The expert will also work with the English/Reading/Language Arts coach and the Math coach to be sure that they are maintaining the integrity of the expert's and principal's intentions as they work daily with teachers.</p> <p>4) \$30,000.00 for individualized professional development for teachers. Every teacher must renew her/his teaching certificate every 3 years. In that time, each teacher works with the HS Principal to devise a learning plan. In Year 1, the HS Principal will begin expecting teachers to bring their students' assessment data and use those data to plan training. The HS Principal can assist each teacher or enlist the help of members of the district's Professional Development Committee to find resources that satisfy each teacher's specific professional development needs. Recertification is granted only with the successful completion of principal-approved training. Training may take the form of webinars, conference sessions, workshops, performance-based projects, and classroom instruction.</p> <p>5) \$30,000.00 for contracting ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 days to occur over the school year: \$1,500.00 for fees x 20 days between September 2011 and June 2012. Because experts' research shows that it takes several years for a Professional Learning Community to reach full capacity, the HS Principal and district want to ensure that the HS has a solid foundation on which to begin building their community. Someone like Paul Farmer will spend 20 days with staff, visiting classrooms, observing, sharing information at team and staff meetings, and advising adjustments to</p>	
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	ongoing structures and organization.	
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	<p>1) Professional Development in Mathematics and English Instruction through a post-secondary institution such as The University of New Hampshire; Two instructors will visit once per week for 10 weeks, with 4 additional after-school classes. One round-trip per week for 10 weeks would cover about 1,200 miles. At \$0.51 per mile, travel costs would be approximately $\\$612.00 \times 2 = \\$1,224.00$</p> <p>2) A consultant such as Elaine McNulty-Knight will work with teachers over the course of the school year to assist in differentiating instruction for HS students with significant needs of improvement. $\\$150.00 \times 20 \text{ days} = \\$3,000.00$</p> <p>3) A consultant such as Lew Gitelman of ReDesign for 45 days of job-embedded professional development and coaching for instructional design and delivery based on Frameworks for Effective Instruction. Travel expenses are estimated at \$120.00 per day for a total of \$5,400.00.</p> <p>4) A consultant such as Paul Farmer will provide ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 visits to occur over the school year: \$150.00 travel x 20 visits between September 2011 and June 2012 = \$3,000.00</p> <p>5) \$150.00 for travel associated with a consultant who will visit the school 20 times over the course of the year to assist teachers and administrators in establishing a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance. $\\$1,500.00$ for fees plus travel x 20 visits between September 2011 and June 2012. $\\$150.00 \times 20 = \\$3,000.00$</p>	<p>1) \$1,224.00</p> <p>2) \$3,000.00</p> <p>3) \$5,400.00</p> <p>4) \$3,000.00</p> <p>5) \$3,000.00</p>
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		\$529,523.50 (This total does not duplicate the entries)

		for contracted and professional development services.)
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D. ASSURANCES:

By signing below, the Local Educational Agency (LEA), Hillsboro-Deering School Cooperative, 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 Tier I and Tier II 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 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 (US ED requirement);
 - 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 (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 sustain after the funding period ends (NHDOE requirement).

Dr. Alan D. Genovese

5/12/2011

Superintendent's signature Date signed

original signature on hard copy

School Board Chair 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.

- Waiver 4: School Improvement timeline waiver -- 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 fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.

- Waiver 5: Schoolwide program waiver – to 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, Tier II, or Tier III 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: 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. As the term “persistent” implies “over time”, New Hampshire used the four most current testing years of data available for elementary/middle schools (AYP index scores from testing years 2006-2009), and the three years of available testing years data for high schools (AYP index scores from testing years 2007-2009). 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 three-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 initially approved by USDE on February 4, 2010. The deadline for submitting the 2010 SIG grant application does not allow for the use of 2011 AYP index scores, which are tentatively scheduled for release in April 2011.

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 2010-11 = 146 (140 elementary/middle and 6 high schools)
 - 5% of 146 = 7 Title I SINIs (maximum number to be identified)
 - None of the 5 Title I SINI high schools are within the lowest five percent of high schools
 - Rank order the Title I SINIs from low to high, based on the four-year cumulative index scores.
 - Identify the 7 lowest-ranked Title I SINIs. ***Do not include Title I SINIs currently participating in SIG (Manchester Gossler Park and Parker Varney):***

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Four-Year Cumulative Index Score
State of NH	Average Combined Index Score	171.8	174.2	176.5	178.5	701
Manchester	Beech Street School	116.7	122.6	135.9	134.3	509.5
Manchester	Wilson School	134.4	134.3	142.9	144.7	556.3
Manchester	Bakersville School	131.4	140.5	148.8	161.8	582.5
Franklin	Franklin Middle School	143.3	150.1	147.5	154.9	595.8
Fall Mt. Regional	Alstead Primary School	143.7	150.7	150	161.7	606.1
Farmington	Henry Wilson Memorial	145.2	146.1	152.4	164.4	608.1
Manchester	McDonough School	150.9	148.9	155.7	164.6	620.1

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 at least 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= 367)
- 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 (McDonough School).
- Next, determine if any of the schools identified above meet the “Title I eligible” definition.
- Next, determine if the schools are in the bottom 20 percent of all schools (20% of 367 = 73) or have not made AYP for two consecutive years.
- ***Do not include eligible schools that are currently participating in SIG (Milton Nute Jr HS, Pittsfield MS, and Manchester Southside MS)***
- Listed below are the Title I-eligible schools with a cumulative index score no higher than that of the lowest-achieving school in Condition 1 (Manchester McDonough School).

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Four-Year Cumulative Index Score
Manchester	Middle School at Parkside	137.7	140.6	145.5	143.3	567.1
Manchester	Henry J. McLaughlin Middle School	136.2	142.1	150.9	145.8	575.0

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 three years of index score data is available (N = 76)
- 5 % of 76 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Determine the Title I eligibility of each school. (Note : Manchester West meets the lowest-performing criteria, but is not Title I eligible).
- ***Do not include high schools currently participating in SIG (Nute HS and Pittsfield HS).***

District	School	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Three-Year Cumulative Index Score
State of NH	Average Combined Index Score	146.7	154.4	156.1	457.2
Farmington	Farmington Senior High School	124.4	129.9	132.5	386.8
Franklin	Franklin High School	141.6	128.8	137.2	407.6
Hillsboro-Deering	Hillsboro-Deering High School	139	141.1	129.1	409.2
Laconia	Laconia High School	140.9	144.4	139.5	424.8
Littleton	Littleton High School	137.4	134.7	156.0	428.1

Identification of Tier II Schools (Condition 2)

(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 this criteria.

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 146 Title I Schools in Need of Improvement are eligible in Tier I, rank order the remaining Title I SINIs that are not currently participating in SIG. Elementary-middle and high schools are rank-ordered separately.

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score	171.8	174.2	176.5	178.5	701
Berlin	Brown Elementary School	149.6	153.2	163.3	155.6	621.7
Nashua	Ledge Street School	157	150	155.5	159.4	621.9
Newfound Area	Danbury Elementary School	156.7	150	153.5	164.9	625.1
Fall Mountain Regional	Charlestown Primary School	151.3	156.2	160	165.1	632.6
Winchester	Winchester School	149.7	154.9	160.8	169	634.4
Claremont	Disnard Elementary School	162.6	154.5	156.2	163.7	637
Allenstown	Armand R. Dupont School	146.9	153.9	166.9	169.6	637.3
Somersworth	Somersworth Middle School	160.4	160.2	159	160.5	640.1
Hinsdale	Hinsdale Elementary School	156.2	152.9	158.8	172.5	640.4

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Franklin	Bessie C. Rowell School	147.2	161.7	166	166.2	641.1
Monadnock Regional	Troy Elementary School	154	160.4	158.7	168.3	641.4
Newfound Area	Newfound Memorial Middle Sch	145.1	153.4	173.2	170.4	642.1
Newport	Newport Middle School	153.4	160.4	164.7	166.7	645.2
Contoocook Valley	Pierce Elementary School	164.6	150.4	170	163.3	648.3
Milton	Milton Elementary School	157.5	163.1	166.4	164.3	651.3
Goshen-Lempster Cooperative	Goshen-Lempster Cooperative	159.8	168.1	156.6	168.4	652.9
Allenstown	Allenstown Elementary School	158.5	157.7	166.1	171.2	653.5
Hinsdale	Hinsdale Middle	156.4	157.3	166.7	173.9	654.3
Nashua	Dr. Norman W. Crisp School	161.1	164	166.2	163.8	655.1
Newport	Towle Elementary School	150	161	176.6	168.4	656
Barnstead	Barnstead Elementary School	161.6	162.2	166.3	166	656.1
Somersworth	Hilltop School	158.1	164.1	173.9	161.2	657.3
Colebrook	Colebrook Elementary School	161.1	163.8	166.4	166.3	657.6
Manchester	Northwest Elementary School	158.9	160.7	167.1	171.6	658.3
Manchester	Hallsville School	159.5	164.4	161.6	174.6	660.1
Nashua	Mt. Pleasant School	165	164.2	164.8	166.9	660.9
Derry Cooperative	Grinnell School	161.8	164.7	163.3	171.5	661.3
Fremont	Ellis School	161	166.4	167.3	168.2	662.9
Concord	Dame School	172.1	157.9	152.9	180.5	663.4
Hillsboro-Deering Cooperative	Hillsboro-Deering Elementary	163.7	166.6	163.4	170.3	664
Pittsfield	Pittsfield Elementary School	163.5	163.2	165	172.5	664.2

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Nashua	Fairgrounds Elementary School	163.3	173	160.6	169.7	666.6
Berlin	Hillside Elementary School	170.7	165.5	167.9	162.7	666.8
White Mountains Regional	Whitefield Elementary School	169.5	161.8	170	165.6	666.9
Unity	Unity Elementary School	172.1	168.3	165	166.8	672.2
Winnisquam Regional	Winnisquam Regional Middle Sch	164.4	166.9	175.1	166.8	673.2
Wakefield	Paul Elementary School	160.2	158.2	179.4	175.5	673.3
Haverhill Cooperative	Haverhill Cooperative Middle	158.5	164.8	169.2	181.8	674.3
Farmington	Valley View Community Elem	168	163.2	167.1	177.1	675.4
Dover	Woodman Park School	170.4	166.3	168.9	172.7	678.3
Raymond	Iber Holmes Gove Middle School	166.5	166.7	169.7	176	678.9
Claremont	Maple Avenue School	169.4	168.2	168.7	173.5	679.8
Wilton	Florence Rideout Elementary	173.5	166.6	169.4	170.6	680.1
Cornish	Cornish Elementary School	164.3	158.6	173.4	184.7	681
Mascoma Valley Regional	Indian River School	168.4	166.5	175.9	171.1	681.9
Newport	Richards Elementary School	170.4	169.6	170	172	682
Concord	Beaver Meadow School	172.5	171.7	170.5	167.5	682.2
Newfound Area	Bristol Elementary School	161.6	170.5	171.1	179.3	682.5
White Mountains Regional	Lancaster Elementary School	168.1	168.7	174.2	171.6	682.6
Seabrook	Seabrook Elementary School	167.9	176.7	169.5	168.8	682.9
Rochester	East Rochester School	171.3	167.7	170.8	173.6	683.4
Laconia	Pleasant Street School	173.2	174.9	165.7	169.7	683.5
Rochester	Chamberlain Street School	167.3	175.8	171.9	169.7	684.7

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Raymond	Lamprey River Elementary Sch	167.1	167.1	171.7	179.6	685.5
Somersworth	Maple Wood Elementary School	174.7	172	170	169	685.7
Laconia	Woodland Heights Elem Sch	177	169.7	166.9	172.4	686
Merrimack Valley	Penacook Elementary School	168.4	167.1	173.6	179.6	688.7
Lincoln-Woodstock Cooperative	Lin-Wood Public School (Elem)	163.6	163.7	177.4	184.1	688.8
Winnisquam Regional	Southwick School	164	174.1	175.7	177	690.8
Lebanon	Hanover Street School	169.3	176	173.4	172.2	690.9
Mascenic Regional	Boynton Middle School	164.1	172.7	176.9	177.6	691.3
Hudson	Dr. H. O. Smith School	169.4	170.5	172.7	179	691.6
Rochester	William Allen School	173.7	174.7	172.9	172.1	693.4
Laconia	Elm Street School	166	175.9	175.2	177.6	694.7
Haverhill Cooperative	Woodsville Elementary School	167.4	170.1	177.3	181.7	696.5
Portsmouth	New Franklin School	165.5	171.1	178.1	183.1	697.8
Goffstown	Bartlett Elementary School	178.3	172.2	173.1	174.8	698.4
Newfound Area	New Hampton Community School	167.9	167.9	179.7	183.8	699.3
Rollinsford	Rollinsford Grade School	175.9	172.1	174.7	176.6	699.3
Weare	Weare Middle School	168	173.5	176.3	182.1	699.9
Rochester	School Street School	163.9	166.5	190.8	179.6	700.8
Concord	Rundlett Middle School	174.4	174.4	176	177.7	702.5
Weare	Center Woods School	173.2	175.8	176	178.1	703.1
Deerfield	Deerfield Community School	171.1	173.4	175.8	183.1	703.4

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Governor Wentworth Regional	Ossipee Central School	170.1	175.7	178.3	179.9	704
Governor Wentworth Regional	Kingswood Regional Middle Sch	171.9	176	183.1	173.2	704.2
Barrington	Barrington Elementary School	169.1	175.4	177.9	182	704.4
Mascoma Valley Regional	Enfield Elementary School	182.1	172.8	173.6	176.7	705.2
Litchfield	Litchfield Middle School	170.5	170.8	180.6	183.4	705.3
Portsmouth	Mary C. Dondero Elementary Sch	177	179.2	176.4	172.7	705.3
Northwood	Northwood Elementary School	174.6	176.2	179.4	176.4	706.6
Inter-Lakes Cooperative	Inter-Lakes Middle Tier	172.6	175.3	176.3	182.8	707
Gilmanton	Gilmanton Elementary School	170.7	170.9	177.6	188.1	707.3
Chesterfield	Chesterfield Central School	167.4	179.3	180.5	182.7	709.9
Lebanon	Lebanon Junior High School	172.9	172.7	183.2	182.4	711.2
Shaker Regional	Belmont Middle School	173.3	178.1	177.7	182.9	712
Jaffrey-Rindge Cooperative	Jaffrey Grade School	170.4	176.9	181.9	183.1	712.3
Epping	Epping Elementary School	173	180.9	178.8	179.7	712.4
Littleton	Mildred C. Lakeway School	176	174.8	174.9	186.9	712.6
Londonderry	North Londonderry Elementary	181.8	177.4	176.5	177.9	713.6
Lebanon	Mt. Lebanon School	180.3	178.7	177.4	177.9	714.3
Sanborn Regional	Memorial School	180.3	177.6	177.7	178.8	714.4
Dover	Dover Middle School	175.3	177	180.7	181.4	714.4
Merrimack Valley	Boscawen Elementary School	177.4	176.9	174.7	186.3	715.3
Kearsarge Regional	Kearsarge Regional Middle Sch	175.7	174.2	182.8	183.1	715.8

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Sanborn Regional	Daniel J. Bakie School	175.6	174.3	181.8	184.3	716
Hudson	Nottingham West Elementary	174.5	179.7	179.3	183.2	716.7
Andover	Andover Elementary School	178.6	175.6	179	185.2	718.4
Gorham Randolph Shelburne Coop	Edward Fenn School	177.9	181.2	179.4	181.3	719.8
Milford	Heron Pond Elementary School	180	180.1	179.6	180.3	720
Milford	Jacques Memorial Elementary	inherits SINI designation of Heron Pond Elementary				
Conway	John H. Fuller School	175.9	180.5	180.9	183.2	720.5
Nottingham	Nottingham Elementary School	178	177.1	183.6	182	720.7
Marlborough	Marlborough Elementary School	177	169.7	183.8	190.6	721.1
Newmarket	Newmarket Elementary School	177.6	179.7	181.1	183.6	722
Timberlane Regional	Pollard Elementary School	177.9	181.2	180.2	182.9	722.2
Concord	Broken Ground School	178	180.1	182.4	182.2	722.7
Derry Cooperative	Ernest P. Barka Elementary Sch	173.4	180.7	182.6	186.2	722.9
Keene	Jonathan M. Daniels School	178.3	181	175.5	188.2	723
Inter-Lakes Cooperative	Inter-Lakes Elementary School	180.1	185.2	175.9	182.9	724.1
Pelham	Pelham Elementary School	178.1	182.4	182.4	181.5	724.4
Salem	Mary A. Fisk Elementary School	176.1	182	184.5	182.2	724.8
Henniker	Henniker Community School	178.1	180.2	182.4	186.1	726.8
Goffstown	Maple Avenue School	181.9	179.2	179.5	186.5	727.1
Hooksett	David R. Cawley Middle School	181.2	181.2	183.4	182.8	728.6
Rochester	McClelland School	173.6	183.6	186.5	184.9	728.6
Hudson	Hills Garrison Elementary School	178.3	182.9	185.5	182.6	729.3

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Keene	Symonds Elementary School	176.5	181.9	179	192.5	729.9
Mont Vernon	Mont Vernon Village School	179.3	182.6	181.7	187.1	730.7
Chester	Chester Academy	181.3	181.6	182.9	185.8	731.6
Bethlehem	Bethlehem Elementary School	183.4	182.1	182.6	184.4	732.5
Litchfield	Griffin Memorial School	181.3	181.2	184.5	185.5	732.5
Hooksett	Hooksett Memorial School	181.4	181.7	183.5	186.3	732.9
Concord	Kimball-Walker School at Rumford	178.6	182.8	189.4	185	735.8
Londonderry	South Londonderry Elementary	186.1	181.9	184.1	184.2	736.3
Hooksett	Fred C. Underhill School	182.2	181.8	182.1	192	738.1
Bow	Bow Elementary School	185.3	186	184	185.2	740.5
Westmoreland	Westmoreland School	182.1	186.5	186	188.9	743.5
Amherst	Clark Wilkins	185.4	186.6	188.3	189.9	750.2
Exeter Region Cooperative	Cooperative Middle School	186.8	185.5	189	192	753.3
Amherst	Amherst Middle School	186.7	192.2	187.7	189.8	756.4
District	<u>Title I SINI High Schools</u>		2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score		146.7	154.4	156.1	457.2
Mascenic Regional	Mascenic Regional High School		142.7	145.2	149.2	437.1
White Mts. Regional	White Mts. Regional High School		148.1	151.9	137.9	437.9
Prospect Mt. JMA	Prospect Mt. High School		145.6	153.1	150.8	449.5
Raymond	Raymond High School		148.9	145.7	158.8	453.4
Concord	Concord High School		158.7	157.9	152.7	469.3
John Stark Regional	John Stark Regional High School		155.0	165.8	160.5	481.3

Identification of Tier III Schools (Condition 2)

(2) The school must be Title I eligible, must 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 at least two years.

- Determine which elementary/middle schools are within the bottom 20 percent:
--20% of 367 elementary/middle schools = 73, ranked low to high.
- Determine which of the schools in the bottom 20 percent are Title I eligible and also did not meet the Tier I or Tier II requirements.
- Note: The following schools are within the bottom 20 percent but do not meet the Title I eligibility requirements:
--Manchester Schools (Hillside Middle, Highland Goffs-Falls, Weston, Webster, Jewett)
--Marlow (John Perkins Elementary)
--Fall Mountain (North Walpole Elementary)

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score	171.8	174.2	176.5	178.5	701.0
Hillsboro-Deering	Hillsboro-Deering Middle School	152.8	149.5	159.1	163.9	625.3
Claremont	Claremont Middle School	157.9	159.1	158.0	158.0	633.0
Northumberland	Groveton High School (Middle)	149.2	157.3	172.4	157.6	636.5
Croydon	Croydon Village School	175.0	170.8	150.0	141.5	637.3
Monadnock Regional	Gilsum Elementary School	141.5	154.0	155.3	187.3	638.1
Stewartstown	Stewartstown Community School	162.6	163.3	155.5	157.0	638.4
Monadnock Regional	Monadnock Regional Middle Sch	148.4	170.1	165.4	156.6	640.5
Hill	Jennie Blake School	149.9	159.7	159.6	171.7	640.9
Fall Mountain Regional	Acworth Elementary	164.7	160.9	170.6	147.8	644.0
Seabrook	Seabrook Middle School	144.7	158.7	171.9	171.2	646.5
Wilton-Lyndeborough	Wilton-Lyndeborough Middle	165.4	163.4	166.2	152.9	647.9
Berlin	Berlin Junior High School	152.1	162.6	166.5	175.1	656.3
Rochester	Rochester Middle School	153.9	162.7	171.3	170.6	658.5
Stratford	Stratford Public School (Elem)	162.3	160.3	163.2	173.4	659.2
Pittsburg	Pittsburg Elementary	170.9	162.7	169.9	155.9	659.4
Claremont	Bluff School	160.5	160.3	167.3	172.9	661.0
Lisbon Regional	Lisbon Regional (Middle)	161.3	150.3	169.5	182.9	664.0
Merrimack Valley	Merrimack Valley Middle	158.9	165.2	168.8	171.2	664.1

Total: 18 elementary/middle schools

- Determine which high schools are within the bottom 20 percent:
--20% of 76 high schools = 15, ranked low to high.
- Determine which of the schools in the bottom 20 percent are Title I eligible and also did not meet the Tier I or Tier II requirements.
- Note: Manchester West HS, Manchester Memorial HS, and Spaulding HS are within the bottom 20 percent, but do not meet the Title I eligibility requirements.

District	School	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score	146.7	154.4	156.1	457.2
Epping	Epping High School	142.7	132.1	153.9	428.7
Jaffrey-Rindge Cooperative	Conant High School	142.1	148.6	139.2	429.9
Claremont	Stevens High School	141.6	141.6	146.8	430.0
Monadnock Regional	Monadnock Regional High School	122.7	154.6	153.9	431.2
Berlin	Berlin Senior High School	128.2	153.7	149.9	431.8

Total: 5 high schools

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 (2006-2009) was reviewed for elementary and middle schools, and three years of NECAP data (2007 - 2009) were 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 three 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 146) 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 December 2010).

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

School Name: Hillsboro-Deering High School			
	2008-2009	2009-2010	2010-2011
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.	62,700	62,700	62,700
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> • longer school day • before or after school • summer school • weekend school • Other 	Summer School	Summer School	Summer School
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;	146/180 = 0.81	150/180 = 0.83	Incomplete data until the end of the school year
Student dropout rate	0.6%	0.6%	0.8%
Student attendance rate	93%	89.46%	91.86%
The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);	85	92	75
The number of high school students who complete at least one class in a postsecondary institution;	30	50	53
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;	115	142	128
Number of discipline incidents	209	572	936

Number of truant students	120	193	134
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;	190	190	190
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	Reading Math IEP group was too small to meet participation standard Econ.Dis. group was too small to meet participation standard	Reading Math IEP 98% 98% Econ.Dis. 100% 100%	Reading Math IEP 98% 97% Econ.Dis. 97% 32
Distribution of teachers by performance level on an LEA's teacher evaluation system	unavailable	unavailable	unavailable
Teacher attendance rate	99%	99%	99%

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 type="checkbox"/> Satisfactory <input checked="" 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 type="checkbox"/> Satisfactory <input checked="" 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 type="checkbox"/> Satisfactory <input checked="" 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 type="checkbox"/> Satisfactory <input checked="" 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 checked="" type="checkbox"/> Satisfactory <input 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 regarding LEA

capacity.

LEA Appendix E: Professional Development & Contracted Services Justification Form

A NOTE TO THE SIG REVIEW COMMITTEE: THE FOLLOWING ACTIVITY DESCRIPTIONS, NAMES OF CONTRACTORS, AND CONTRACTOR QUALIFICATIONS EXIST IN THIS DOCUMENT BECAUSE OUR TEAM UNDERSTANDS THEM TO BE A REQUIREMENT, DESPITE NOT HAVING YET UNDERGONE AN RFP PROCESS. THESE SERVICES AND THE PEOPLE WHO PROVIDE THEM SHOULD BE TREATED AS EXAMPLES OF THE KINDS OF CONTRACTORS WE MAY EMPLOY TO FULFILL ACTIVITIES.

Description of Activity:

Transforming School Climate and Learning: Engaging student leaders, teachers, and school leaders in improving school climate throughout the school year. Professional facilitators help set up a student leadership team, collect school climate data, identify the school's greatest needs, and then work all year with student leaders and adult mentors to develop and implement a comprehensive school climate improvement action plan based on National School Climate Standards. Facilitators visit each month to train, coach, and support student leaders and adult mentors.

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

One of the School Improvement Goals is to create and sustain a positive school culture to engage all students.

Name of Contractor:

The Center for School Climate and Learning: MainStreet Academix

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

Dr. William Preble (Bill) is a Professor of Education at New England College in Henniker, NH and the founder of MainStreet Academix, an educational research and consulting firm he created in 2001. Bill teaches courses in Educational Psychology, Social Studies Education, Prejudice and Discrimination, and Action Research. Bill has worked on the issues of youth leadership, social justice and civic engagement for many years. As a young middle school teacher, he led a group of his students on one of the first US-Soviet Youth Exchange programs called Project S.A.M.E., created in memory of his student, Samantha Smith, and which resulted in a series of US-Soviet Youth Exchanges. Bill developed the Safe Measures Student-Led, Collaborative Action Research Process that provides schools with data on school climate while he was working on school violence prevention projects with the Maine Office of the Attorney General and US Department of Justice. Bill is a former elementary school principal. He consults with schools across the country on school improvement, student leadership, respectful teaching, anti-bullying, and dropout prevention. He is the co-author of *Transforming School Climate and Learning*, *Bullying and Teen Suicide: How Do We Adjust School Climate*, and *The Respectful School: How Educators and Students Can Conquer Hate and Harassment*. He also recently published two articles on his work to reduce bullying and improve school climate, safety, respect, and learning; *School Climate Through Students' Eyes in Educational Leadership*, (Jan., 2009) and *The Relationship Between Levels of Perceived Respect and Bullying in 5th through 12 graders*, with Susan Langdon, in *Adolescence* (Fall, 2008).

Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$3,740.00 x 3 years + \$11,220.00 for:

- helping student leaders and adult mentors survey teachers, students, school administrators, parents, and complete leadership assessments.
- meeting monthly with student leaders and adult mentors.
- providing leadership training.
- coaching student leaders.
- helping student leaders and their adult mentors establish and sustain specific activities that data determine as necessary for success.

Beginning Date: September 12, 2011 **Ending Date:** June 1, 2014

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.)* • helping student leaders and adult mentors survey teachers, students, school administrators, parents, and complete leadership assessments.

- meeting monthly with student leaders and adult mentors.
- providing leadership training.
- coaching student leaders.
- helping student leaders and their adult mentors establish and sustain specific activities that data determine as necessary for success.

Participants: Volunteer student leaders and adult mentors.

Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

Data collected by the student leaders through surveys of all members of the school community will help student leaders and their mentors determine which efforts helped them reach their school-improvement goals and which activities should be revised, eliminated, or added.

LEA Appendix E: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Professional Learning Communities at Work: Developing a strategy for sustained, substantive school improvement.

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

Hillsboro-Deering School Cooperative will send representatives of the teaching and administrative staffs to a Professional Learning Community at Work Institute in August 2011, prior to the beginning of school. Teachers trained at this institute will then work with a contractor such as Paul Farmer, a presenter at the Institute, to provide training for everyone in the district. Establishing a Professional Learning Community will help teachers change their focus from teaching to learning. It will also help them begin to collaborate for the purposes of analyzing student data, differentiating instruction, communicating with others, and collaborating for increased student success.

3. Name of Contractor:

Richard and Rebecca DuFour through Solution Tree, a center for Professional Learning Communities at Work resources and events

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

Dr. Richard DuFour, a public school educator for 34 years, served as a teacher, principal, and Superintendent. He served as the principal of Adlai E. Stevenson High School in Lincolnshire, IL, from 1983 to 1991 and as Superintendent of the district from 1991 to 2002. Stevenson HS has been cited as one of America's best schools and is referenced in professional literature as a model of best practices in education.

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).* Total charges for institute participation are \$34,909.00. An additional fee of \$7,150.00 pays for work and expenses from Paul Farmer, a representative from the institute, who will work with our entire staff on site.

6. Beginning Date: September 22, 2011 **Ending Date:** September 22, 2011

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.)* Paul Farmer will introduce the concept of a Professional Learning Community and summarize the 7 Action Steps on how to begin the process.

8. Participants: All district staff

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)* We will organize PLCs at school levels that will also meet with PLCs across schools to review and sustain the initiative and its impact on improving student academic achievement.

LEA Appendix E: Professional Development & Contracted Services Justification Form

1. **Description of Activity:** Professional Development in Mathematics and English Instruction
2. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:**
 State assessment data show that our students failed to make adequate yearly progress in Reading and Math at the HS. The district is committed to supporting HS English and Math teachers receive the coaching and content they need to help their students achieve academically.
3. **Name of Contractor:**
 The University of New Hampshire
4. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):*
 The University of New Hampshire is the state's fully accredited flagship post-secondary institution.
5. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).*
 To support, coach, and train English teachers, costs including Graduate Credits for participants will be \$8,184.00 plus additional expenses for mileage to and from the university campus and Hillsboro-Deering HS each week for ten weeks. The distance between campuses is approximately 60 miles. One round-trip per week for 10 weeks would cover about 1,120 miles. At \$0.51 per mile, travel costs would be approximately \$571.20.
6. **Beginning Date:** September 2011 **Ending Date:** June 2012
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.)* Trainers from the University of New Hampshire include a Math Education provider and an English Education provider. Each provider is a member of the university faculty. Trainers will conference with teachers each week, observe instruction, model instruction, and offer whatever assistance the trainer and teacher deem necessary. Intended outcomes are greater teacher skills in implementing differentiated instruction and improved student performance.
8. **Participants:** HS Math teachers and HS English teachers
9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)* The Director of Curriculum, Instruction, Assessment, and Professional Development will conference with trainers from the University of New Hampshire as well as the teachers participating in the program to evaluate the perceived success of the program. The director will also ask trainers and teachers to survey students' perceptions of the usefulness of the program.

LEA Appendix E: Professional Development & Contracted Services Justification Form

1. **Description of Activity:** Professional Development in Tiered Instruction
2. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** This request would offer teachers professional development in planning differentiated instruction for the diverse students in heterogeneous classrooms. The consultant would work with teachers to help them plan and implement tiered instruction.
3. **Name of Contractor:** Elaine McNulty-Knight, SERESC
4. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):* Elaine McNulty-Knight (M.Ed.) is a former Director of Special Education. She is currently a member of the NH DoE RTI Task Force and is presently employed by the NH DoE as an RTI coach. She has vast experience in presenting RTI workshops and consulting with numerous school districts.
5. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).*

Elaine McNulty will work with teachers for a total of 30 hours over the course of the school year. The exact schedule will be determined by teacher needs.

Hourly rate: \$114.00 x 30 = \$3,420.00

Travel time: \$57.00 x 30 = \$1,710.00

Mileage: 84 miles round trip x 5 days (estimate) x \$0.51 per mile = \$214.20

Total: \$5,344.20

6. **Beginning Date:** September 2011 **Ending Date:** June 2012
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 consultant will work directly with teachers to assist them in using assessment and other student data to determine appropriate intervention responses to meet students' needs. Teachers will learn strategies for differentiating instruction and implementing those strategies in the context of daily classroom instruction.
8. **Participants:** High school teachers responsible for teaching core subjects, including English, Math, Science, and History/Social Studies will receive instruction and assistance.
9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

Lessons submitted to the principal for evaluation and feedback include descriptions of strategies teachers plan to use to involve all students in the work period and/or guided practice during a lesson. This work or practice period constitutes 60% of time available for a lesson. It is in this

section of the plan that the teacher and principal can discuss means of tiered intervention, thus determining the effectiveness of the consultant's instruction upon the planning process.

LEA Appendix E: Professional Development & Contracted Services Justification Form

Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement

Grant: This request will allow us to hire two instructors from The University of New Hampshire, one a Math Instructor and the other an English Instructor, to assist English and Math teachers in their effort to increase student achievement.

1. **Name of Contractor:** The University of New Hampshire is the flagship state university.
2. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):* The University of New Hampshire opened in 1866 and supports three campuses across the state.
3. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$8,184.00 per class x 2 classes = \$16,368.00 for instruction + travel expenses.
120 miles round trip x 20 trips x \$0.51 per mile = \$1,224.00
4. **Beginning Date:** September 2011 **Ending Date:** June 2012
5. **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.)* Instruction will be available for all HS English and Math teachers. Training will consist of weekly visits for ten weeks. During these visits, instructors will give teachers the option of being observed and receiving feedback, having the instructor assist with planning and instruction, or having the instructor model instruction. Each observation period is followed by an instructor-teacher conference to discuss results. Teachers will keep weekly journals. Then 4 or 5 times during the ten-week period, all participants will meet with their facilitators outside the school day to discuss topics selected by the teachers as being most critical to student achievement. Participating teachers will complete a project assigned by facilitators and will receive 2 graduate credits for the completion of their work.
6. **Participants:** In the fall semester, an English Instructor will work with and train each English/Reading teacher and a Math Instructor will work with and train each Math teacher.
7. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)* College instructors will evaluate participants' work and issue grades for graduate credit.

LEA Appendix E: Professional Development & Contracted Services Justification Form

1. **Description of Activity:** Implementing Frameworks for Effective Instruction
2. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** This request allows all staff to be trained in Frameworks of Effective Instruction. By training all teachers, instruction will become consistent across subjects, promoting increased rigor for all teachers teaching all classes across the curriculum.
3. **Name of Contractor:** Lew Gitelman of reDESIGN and the Center for Urban Education
4. **Qualifications of Contractor:** (Attach a resume in lieu of a narrative): Lewis Gitelman is the Director for The Center for Urban Education. Mr. Gitelman has also been an instructional coach, trainer, and facilitator, along with being in the educational field since 1982. He consults regularly for many schools and organizations around the country.
 - a. ReDesign uses the Frameworks for Effective Instruction as the lens through which teaching is examined. By focusing on a common, easily recognizable set of instructional best practices, both teachers and coaches have a clear understanding of what effective instruction looks like.
 - b. FEI is built around eight components. For example, one component is that classes should be structured like a workshop, with time for the introduction of new material, time to practice, and time to review and reflect. Another is that teachers should explicitly teach students specific learning strategies, such as questioning, inferring, and making connections. Finally, all students should be engaged in tasks that require higher order thinking skills (HOTS).
5. **Budget:** (Include costs such as staff compensation, materials, contracted services and other related costs). 45 days x \$1,000.00 per day = \$45,000.00
6. **Beginning Date:** September 2011 **Ending Date:** June 2012
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.) Mr. Gitelman will train the entire staff in the development of effective instruction through the use of Frameworks of Effective Instruction. While he will spend some part of each day of his visits working with the staff as a whole, he will also use part of his time to work with two instructional specialists, who will then continue to support Mr. Gitelman's work in classrooms on a daily basis. The specialists will collect data during their work with teachers that they will then share with Mr. Gitelman to help him focus the content and direction of subsequent training. Mr. Gitelman will also make himself available to the staff of The University of New Hampshire in their efforts to improve Math and English instruction. Together, the consultants will determine how best to work together to meet teachers' specific needs.
8. **Participants:** All HS teaching staff, HS administrators, district administrators

9. **Evaluation Process:** (Describe how you will evaluate that services have been delivered successfully.) The instructional coaches will report progress to the HS administrator or one of her designees on a regular basis. The HS administrator will also collect evidence in her regular conferences with teachers to discuss instructional planning and implementation.

LEA Appendix E: Professional Development & Contracted Services Justification Form

Description of Activity: Creation of a Professional Evaluation Plan

8. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** This request will allow us to hire a consultant to work with the HS and larger district to establish a new Professional Evaluation Plan that focuses on the ties between teacher and student performance.
9. **Name of Contractor:** WestEd is a research and development agency that works with school staffs to implement research-based instructional and evaluation practices.
10. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):* WestEd is a nonprofit agency that has worked at local, state, and federal levels for more than four decades. The company provides research and development, evaluation, assessment, policy analysis, training, technical assistance, and other consulting services to federal, state, and local governments, foundations, and community organizations.
11. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* The WestEd consultant will work with staff for a total of 20 days throughout the school year. The daily rate will be between \$1,500.00 and \$2,000.00. For the purpose of this grant, the higher figure will be used. $\$2,000.00 \times 20 = \$40,000.00$
12. **Beginning Date:** September 2011 **Ending Date:** June 2012
13. **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.)*
14. A consultant of WestEd will work with a committee of individuals representing administration at school and district levels, teachers, union representatives, parents, students and community members to create a new Professional Evaluation System that links teacher evaluation to student performance. The consultant will help establish and maintain benchmarks on a schedule that will result in a completed evaluation system by the end of the school year.
15. **Participants:** The consultant will work with a committee of individuals representing administration at school and district levels, teachers, union representatives, parents, students and community members.
16. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)* We will build a schedule for the 2011-2012 school year with progress benchmarks that lead to the completion of a new professional evaluation system by the end of the school year. The system will go into effect in the 2012-2013 school year.

Description of Activity: Professional Development Through Content Instruction

1. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** This request would permit us to provide rich content-specific professional development to permit teachers to develop further expertise in their areas of instruction.
2. **Name of Contractor:** A variety of accredited institutions offer online instruction. In particular, we would like to use instruction from The American Museum of Natural History (Graduate and undergraduate classes in Science), math courses through NetMath at the University of Illinois, and Open Courseware through the Massachusetts Institute of Technology.
3. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):* AMNH offers Museum-based courses through education and policy partnerships with several colleges and universities. These courses are developed in collaboration with the higher education partners and taught by teams of museum scientists and educators or by university and museum faculty. Students completing NetMath courses receive math credit from the University of Illinois (an accredited, Big Ten university), and there is no requirement that students ever come onto campus. Exams are done through proctors who are local to the students in the program and quizzes may be taken online. MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.
4. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* Online courses vary in price, from free to approximately \$495.00 to \$1,000.00 for college credit. All courses require reading materials. Over a 3-year period, approximately 30 teachers will take at least one course, totaling at most \$30,000.00 for tuition expenses.
5. **Beginning Date:** September 2011 **Ending Date:** June 2014
6. **Services to be Provided:** *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)* The LEA will use online instructional services to deliver high quality content-based professional development through highly qualified faculty from reputable organizations and education providers.
7. **Participants:** HS teachers seeking recertification
8. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)* Teachers must maintain a MyLearningPlan account, approved by the principal. The principal and teacher seeking recertification choose appropriate training. When the training is complete, the principal approves the plan and submits it to the district office, where it is reviewed before being forwarded to the certification center at the Department of Education.

LEA Appendix F: Equipment Justification Form

Item Description: GMADE and GRADE Scanner		
Number to be purchased: 2	Approximate cost per item: \$5,000.00 per machine	Total Cost: \$10,000.00
Location: Where will the equipment be used? In the High School		
Purpose: Detail the following: <ul style="list-style-type: none"> • How will it support the program? The scanners will speed up the process of determining results of diagnostic evaluations. In addition to saving considerable “grading” time, the machines will remove the possibility of human error that exists when someone attempts to evaluate so much information for so many students. • Who will use it? And In the beginning of Year 1, the Math coach, guidance counselors, and team leaders will have access to the scanners for the purpose of collecting assessment data. • How many students/staff will use it? Once the staff is aware that the scanners are available, and once the Math coach, guidance counselors, and team leaders have collected the data they need to place students appropriately, it is expected that all staff will occasionally use the scanners to gain quick access to student assessment data. The machines will be reserved for adult use. 		
Reasonableness: <ul style="list-style-type: none"> • Justify the need; and • Explain how it is not otherwise available through the district. <p>Both GMADE and GRADE diagnostic evaluation tools offer a wealth of assessment data for the appropriate placement and instructional focus for students in English/Reading/Language Arts and Mathematics. It is possible for individuals to score these and similar assessment tools by hand. However, scoring by hand is laborious and opens the process to human error. Relying on scanning equipment to do the job will make the process much faster and accurate. At this time, the district owns no scanning equipment.</p>		
Storage: Where will the equipment be located/stored The scanners will be stored in the faculty workroom.		
Inventory and Tracking: Because the scanners are considered technical equipment, they will be inventoried and inscribed with a serial number before they are made available for use at the High School.		

Identify the person responsible the following:

Entering equipment on Title I Equipment Inventory Report The Director of Technology or his designee

Tracking equipment if moved from above location The Director of Technology or his designee

Signing equipment in and out if equipment is approved for student use n/a

Storing equipment over the summer The HS Principal

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	
<i>A - Schools to be served:</i>						
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	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Rubric</i> and the <i>Baseline School Data Profile</i> 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	

<p>2) Consider LEA’s self assessment on the LEA Capacity Rubric (SEA application-Appendix D).</p> <p>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.</p> <p>Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-<i>Appendix E</i> .</p>	0	1	2	4	6	
<p>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).</p>	0	0	0	0	0	
<p>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:</p> <ul style="list-style-type: none"> • 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. <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>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.</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	
<p>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).</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	
<p>9) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	

<p>Action Plan</p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</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 (2010-2011) Detail School Budget Narrative (including pre-implementation expenses if the district is choosing to utilize them-not required) 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	
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 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 LEA’s that have Tier I and/or Tier II schools only.

SAU#: 34	District Name: Hillsboro-Deering School Cooperative	Total # of Schools Applying: 1				
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	
<i>A - Schools to be served:</i>						
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	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Rubric</i> and the <i>Baseline School Data Profile</i> 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	

<p>2) Consider LEA’s self assessment on the LEA Capacity Rubric (SEA application-Appendix D).</p> <p>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.</p> <p>Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-<i>Appendix E</i> .</p>	0	1	2	4	6	
<p>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).</p>	0	0	0	0	0	
<p>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:</p> <ul style="list-style-type: none"> • 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. <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	

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	

<p>Action Plan</p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</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 (2010-2011) Detail School Budget Narrative (including pre-implementation expenses if the district is choosing to utilize them-not required) 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	
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 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 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		
<i>A - Schools to be served:</i>							
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		
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>							
1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Rubric</i> and the <i>Baseline School Data Profile</i> 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	

<p>2) Consider LEA’s self assessment on the LEA Capacity Rubric (SEA application-Appendix D).</p> <p>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.</p> <p>Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-<i>Appendix E</i> .</p>	0	0	0	0	0	N/A
<p>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).</p>	0	0	0	0	0	
<p>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:</p> <ul style="list-style-type: none"> • 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. <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>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.</p>	0	0	0	0	0	N/A
<p>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.</p>	0	0	0	0	0	N/A
<p>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).</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	
<p>9) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	
<p>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.</p>	0	1	2	4	6	

<p>Action Plan</p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</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 (2010-2011) Detail School Budget Narrative (including pre-implementation expenses if the district is choosing to utilize them-not required) 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	
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	

Abstract
Hillsboro-Deering High School

The story of Hillsboro-Deering High School is one told in many schools in the country. Over the last seven years, this high school has had five different principals. With each principal came a succession of initiatives. As a result of the succession of change, there has been no attention paid to a cohesive change process. The faculty, students and community are disheartened. Uniform implementation of best practices is non-existent. At the SAU level, while there has been consistent leadership the prior six years, the relationship between the district leadership and the teacher’s federation has been contentious and led to a vote of no-confidence in the previous Superintendent. Again, this has led to a lack of forward progress. This year, in comes yet another new administrative staff. This new staff has few if any historical records and no common historical agreement on past practice. Regardless of the causes, in ten years Hillsboro-Deering High School has gone from a School of Excellence to a chronically underperforming school.

Hillsboro-Deering High School is seeking a school improvement grant in order to support our use of the transformational model to redesign our high school. Our needs assessment led us to the development of our four goals: increased instructional rigor through deliberate instructional planning, increased instructional effectiveness through the use of assessment data, creation of a positive school climate and increased and efficient communication. It is our intent to accomplish these goals through adherence to the four pillars of the transformational model. As we put structures and procedures in place that will support the transformational changes we envision, we will continuously return to the transformational model for assistance. In addition, we will use the best practices endorsed by the NEAS&C and New England Secondary School Consortium’s Global Best Practices to augment the application of the transformational model. Hillsboro-Deering High School is taking this opportunity to examine all aspects of school. The teacher’s federation, school board and superintendent have come together to remove all barriers to the change process and are working together to find solutions. Within our grant, we have created links between our proposed activities and both student achievement and the transformation model.

HDHS Goals/Activities-Highlights	Supporting Pillars of the Transformational Model	Data to be Used to Gauge Effectiveness of Activities
Increased instructional rigor through deliberate instructional planning <ul style="list-style-type: none"> • Development of PLC Structures and support • Hiring educational consultants with expertise in instructional best practices • Job-embedded professional development in instruction and data usage 	Instructional and Support Strategies	Failure Data Attendance/Truancy MAP/NWEA GRADE/GMADE NECAP
Increased instructional effectiveness through the use of assessment data <ul style="list-style-type: none"> • Development of PLC Structures and support • Creation of building-level leadership teams 	Instructional and Support Strategies Teachers and Leaders	MAP/NWEA GRADE/GMADE NECAP
Creation of a positive school climate <ul style="list-style-type: none"> • Examination of Schedule • Hiring educational consultant to help with developing a positive school climate • Review of teacher evaluation system 	Time and Support Governance	Student/Parent Satisfaction and Safety Surveys
Increased and efficient communication <ul style="list-style-type: none"> • Improved website, community forums and parent advisory meetings for better communication with community members, parents and students 	Time and Support	Student/Parent/Community Members Surveys

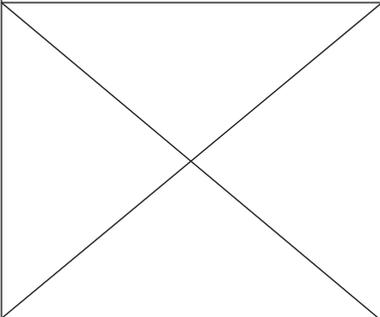
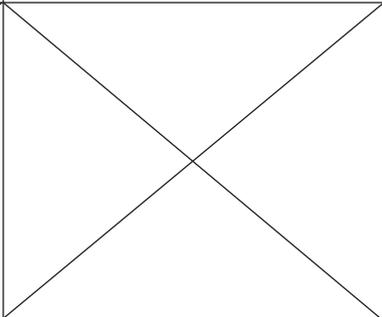
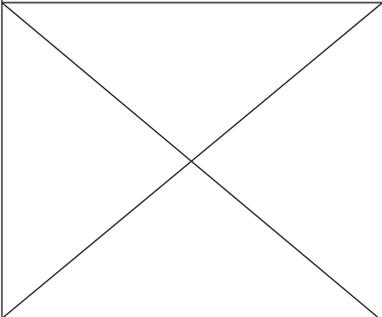
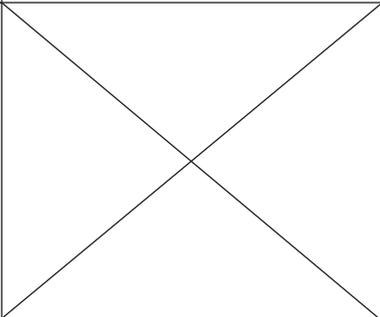
This transformational reform is different than other changes because nothing is sacred. Every aspect of how we do business at Hillsboro-Deering High School is going to be challenged and assessed for its positive impact on student achievement. In addition, all constituency groups are supporting the work we have outlined. With all of the constituents working together and willing to make any change needed to positively impact student learning, we will transform Hillsboro-Deering High School.

Dixie Bacallao Tremblay, HS Principal

Pillars of Student Achievement

Virginia Leiby, HD School Board Member

PROFESSIONAL POSITIONS

PROPOSED POSITIONS 2011 – 2012 SCHOOL YEAR	TEACHERS & LEADERSHIP	INSTRUCTIONAL & SUPPORT STRATEGIES	TIME & SUPPORT	GOVERNANCE
<p>\$68,000.00 for one Special Education Teacher to support teachers in their efforts to improve instruction and achievement for students with educational disabilities. The teacher will assist teachers in providing differentiated instruction for students with special needs.</p>	<p>Performs the role of a teacher leader by integrating instructional approaches for students with educational disabilities into the mainstream curriculum and, instructional strategies for all students wherever possible.</p>	<p>Provides additional support to teachers by providing leading methods of differentiated instruction and useful strategies for students with a wide variety of educational disabilities.</p>	<p>Demonstrates differentiated instruction directly to teachers in real world classroom situations. In this environment, both teachers and students receive more quality time, attention, and support, which improves student achievement.</p>	<p>Provides role model(s) in learning with peer-assisting-peer, which in turn models a respectful and collaborative working environment for students to use in their own learning situations.</p>
<p>\$136,000.00 for one English/Reading/Language Arts coach and one Math coach working full-time to offer job-embedded professional development and support.</p>	<p>Performs the role of a teacher leader and provides both one-to-one and group training for all staff, integrating training as much as possible into the real world classroom environment to ensure students benefit from their expertise sooner rather than later.</p>	<p>Provides to all staff working with students the most current and up-to-date methods of advanced instructional and support strategies in these fields of study. Integrates these advanced techniques into classrooms to ensure student achievement happens immediately.</p>	<p>Provides additional time and support to both teachers and students to ensure that learning is on track and students are meeting their learning goals in these core subjects.</p>	<p>Demonstrates respect to all learners, both staff as well as students. Encourages students to empower their own learning by providing information for all ability levels leading to improved student achievement.</p>
		<p>Demonstrates how data can best be used to drive instruction in a variety of ways both in entire group situations and with subsets of learners with varying abilities.</p>		
<p>\$12,600.00 to recruit 7 team leaders to support teachers in coordinating curriculum improvement efforts, using data to assess the effectiveness of initiatives, and to assist in the procurement of required resources.</p>	<p>Provides performance incentives to teaching staff who demonstrate leadership and who wish to grow further in leadership abilities. These teaching leaders perform the role of teacher leaders and serve as role models of professionalism to the entire school and district.</p>	<p>Keeps instructional resources and student data at the forefront of initiatives of teachers and administrators attention.</p>	<p>Works with and mentors other teachers to use data to devise their instructional strategies, providing support and saving time, helping teachers to choose the best instructional strategies for the student or students being worked with.</p>	<p>Serves as positive role models to teachers and staff to improve school climate.</p>

Pillars of Student Achievement

PROFESSIONAL POSITIONS & CONTRACTED SERVICES

PROPOSED POSITIONS 2011 – 2012 SCHOOL YEAR	TEACHERS & LEADERSHIP	INSTRUCTIONAL & SUPPORT STRATEGIES	TIME & SUPPORT	GOVERNANCE
\$11,567.00 for HQ teachers to work with students from July 5th through August 5th prior to the 2011-2012 school year.	Teachers demonstrate dedication to ensuring individual students are given every opportunity to succeed by providing extra time and attention to those students needing more time and support.	Opportunity for teachers to practice new instructional and support strategies with a smaller group of students.	Where the rubber meets the road, providing direct services to students who are lagging behind and have the potential to either succeed with extra help or fall even further behind.	One-to-one instruction and/or small group learning helps to improve school culture and develop strong teacher student learning relationships, while at the same time decreasing discipline problems due to learning issues.
\$7,000.00 for recruiting staff to explore models of successful student advisory programs and make on-site visits to develop a proposal for a Student Advisory Program designed specifically for the students of HDHS.	Provides direct support to staff taking a leadership role in changing the school environment for students.	Focuses staff on student needs and provides for opportunities for staff to stay in tune and in touch in a respectful and professional manner with students.	Provides for time and financial support to initiate change in the school climate.	Empowers students to take leadership initiative in changing their learning environment for the better and to learn how to start and maintain the steps needed to initiate positive change.
\$6,940.20 to pay stipends and benefits for 2 guidance counselors to work in July and August 2011, prior to the opening of school, to develop effective support strategies to assist students in academic planning.	Outcomes will enable guidance counselors to serve as change leaders developing new custom strategies for working with students and parents to ensure that the academic planning for each student is best for that particular student.	Guidance counselors will be better equipped to “guide” individual students as plans are made for their academic success. Strategies will be developed so future Guidance Counselors benefit from these methods also.	The software provides Guidance Counselors with a time-saving tool, giving them more time to be effective. The time provided to develop effective strategies will give them the skills and knowledge to put that software to better use.	Empowers guidance counselors to guide and in turn empower students and their families to develop the best academic plan for their needs and to ensure that the student, stay on track with those plans or adjust plans to improve students’ level of achievement.
\$45,000.00 for a consultant such as Lew Gitelman of Re-Design for 45 days of job-embedded professional development and coaching for instructional design and delivery based on Frameworks for Effective Instruction.	Provides a benchmark for mastery which allows instructional leaders to thrive and shine.	Provides a model with a track record of success for all teachers and all teacher leaders in the district by which they will be expected to follow, integrate, master, and share in order to improve student achievement.	Expands the opportunity for professional development and integrated support that is fully aligned with the instructional and support strategies of the District.	Empowers administrators and effective teachers with a proven method to determine mastery of instructional and support strategies, while providing a benchmark for ineffective teachers to improve or leave, thereby ensuring students have the best teachers possible.

Pillars of Student Achievement

CONTRACTED SERVICES

PROPOSED CONT. SERVICES 2011 – 2012 SCHOOL YEAR	TEACHERS & LEADERSHIP	INSTRUCTIONAL & SUPPORT STRATEGIES	TIME & SUPPORT	GOVERNANCE
<p>\$16,980.00 for Mathematics and English job-embedded coaching and instruction through a post-secondary institution such as The University of New Hampshire; 10 weeks of coaching, plus after-school instruction; \$8,184.00 for each coach plus travel.</p>	<p>Demonstrates leadership methods and techniques to teachers who in turn will be mentoring now or in the future.</p>	<p>Provides an expansion of ways to improve instructional strategies and support through an individual teacher's knowledge of both content in their area of specialty, but also in how best to deliver that material to their students for improved student achievement.</p>	<p>Provides additional direct support to teachers both during class time and also after class.</p>	<p>Empowers teachers as they expand their skills and content mastery in order to deliver the best learning opportunities for students.</p>
<p>\$30,000.00 for contracting ongoing coaching/training to support the fledgling Professional Learning Community initiative: 20 days to occur over the school year: \$1,500.00 for fees x 20 days between September 2011 and June 2012.</p>	<p>There is a difference between delivering information about a subject and leading students towards mastery of learning of the subject matter. Using PLCs will allow staff to discuss the changes occurring, learn from one another, and in turn, integrate new instructional strategies into their instructional delivery.</p>	<p>PLC will focus on instructional and support strategies through peer-to-peer work both in and outside the classroom.</p>	<p>Time and support have been agreed to by both administrators and staff to ensure PLCs have an opportunity to take hold and grow with the goal being that staff will be able to find support within the framework of a PLC.</p>	<p>PLCs empower teachers to support and share key information with each other. They also provide an excellent foundational support where both new teachers and experienced teachers are mentored and supported by each other in a collegial environment.</p>
<p>\$30,000.00 for a consultant like Elaine McNulty-Knight or someone with comparable credentials to spend 20 days assisting teachers in building a tiered system of differentiated support for students who need remediation for success.</p>	<p>Having a system in place to first identify when a student requires additional support and then provide the type of differentiated support needed is critical to allowing the teacher leader to be able to provide a student with the correct type of support.</p>	<p>Where instructional and support strategies are the meat and potatoes for improving student achievement in general, a system of differentiated support is the gravy that customizes instruction to the exact needs of the student.</p>	<p>A system of differentiated support will save valuable teaching and learning time by quickly identifying the type of support a student needs at any given point in their development.</p>	<p>Removes learning barriers and in turn empowers the student to try again with new support and an understanding that the teacher(s), student, and caring adult are in it together.</p>
<p>\$30,000.00 for a consultant to work with the HS and larger district to establish a new Professional Evaluation Plan and Awards System that focuses on the ties between teacher and student performance.</p>	<p>Focuses attention on the outstanding teacher and provides recognition for teachers who are leaders in their field.</p>	<p>Provides a portion of the incentive for the pursuit of mastery of instructional and support strategies.</p>	<p>Promotes an evaluation system that includes attention to student performance and proficiency thereby driving the time, attention, and support given to student performance and proficiency.</p>	<p>Empowers a broader range of stakeholders in building the evaluation system, meaning students, teachers, parents, and district leaders.</p>

Pillars of Student Achievement

CONTRACTED SERVICES

PROPOSED CONT. SERVICES 2011 – 2012 SCHOOL YEAR	TEACHERS & LEADERSHIP	INSTRUCTIONAL & SUPPORT STRATEGIES	TIME & SUPPORT	GOVERNANCE
\$30,000.00 for individualized professional development for teachers.	Provides the financial resources teachers need to match their individual goals for mastery of instructional and support strategies with the funds available to do just that.	Teachers will be aligning their individual goals for instructional and support strategies with the goals of the district in conjunction with the HS Principal.	Allows for extra individualized and custom time and support for teachers to work on personal goals for instructional and support strategies.	Empowers teachers to thoughtfully plan their professional development opportunities and tie them directly to the District's goals.
\$3,740.00 to hire a local consultant to help the HS assemble, train, and support a Student Leadership Team and an Adult Design Team in Year 1.	Provides for greater leadership opportunities for students, staff, and the community.	Integrates the continued theme of instruction and support services into both student and adult teams.	Provides another venue where time and support can be focused to improve the school climate and improve learning opportunities for all involved.	Empowers both students and adults to take responsibility for changes they would like to see happen and provide a positive way to do just that.
\$3,000.00 to license the services of a Web host, promoting communication efforts between school staff and students, families, and community members in an effort to increase student performance.	Provides for a much enhanced web site allowing all staff an easier more user friendly interface with the public, promoting communication leadership for each individual staff member.	Provides a repository venue of information for staff, students and families looking for answers to their questions providing for quick updates and additional resources for instructional and support strategies.	Provides instantaneous notice of what's happening, making the information timely and supportive to students and their families.	Empowers students and community members to better understand what is happening for students and how students and families can take advantage of what is offered.
\$8,675.30 for 10 teachers, 5 representing the 9th-grade team and 5 representing the 10th-grade team to work for 25 hours each during the summer to use NECAP, NWEA, GRADE, and GMADE data to plan strategies, ...	Provides opportunity for teachers to take a leading role in the use of data and the use of data to plan for student success.	Aligns with District goals to use data to help drive instructional and support strategies.	Provides time and financial resources to teachers working at grade level to work with data and plan instruction and support strategies to support the immediate needs of 9th and 10th graders in the fall of 2011.	Empowers teachers as they work with data and integrate data into lesson planning driven to the direct needs of both an individual student and groups of students entering 9th and 10th grade.

Confidential Curriculum Vita
Of
Dixie Bacallao Tremblay

266 High Ridge Road
Manchester, NH 03104

603.858.4836

HIGHLIGHTS

- Twelve years of building level administrative experience 9-12
 - Three years of administrative experience K-12
 - Extensive skill in curriculum development
 - Extensive experience supervising teachers
 - Three years teaching experience at Notre Dame College
 - Five years teaching experience in Florida public school system
 - Three years teaching experience in Florida State University System and Community Colleges
 - Strong commitment to excellence in Education
 - Speak Spanish fluently
 - New Hampshire License for Principal number 66349 valid until 2012
-

EXPERIENCE

**Principal
Hillsboro-Deering High School,
Hillsboro, NH**

2010 to 2011

**Principal
Epping High School, Epping NH**

2005 to 2010

Highlights

Building Level Experience and Initiatives

- Instituted teaming at Grades 9 and 10 to allow for teachers to work cooperatively with a cohort of students
- Instituted English Tutorials in Grades 9 and 10 in order to give lower achieving students to have two blocks of English team taught
- Created Building Level Leadership Team to have a formal mechanism for teachers to have voice and input in decision making process
- Lead Implementation of Professional Development Plan developed by the SAU which calls for three yearly meetings with each staff member
- Instituted Block Scheduling as a result of looking at the discipline records and discussion with teachers regarding the instructional needs of the students
- Establishment of budget cycle
- Development and administration of school budget.
- Creation, implementation and publishing of monthly newsletter
- Writing and presentation of monthly School Board Reports on the progress made on district and school initiatives
- Creation of yearly high school town report

- Supervision of construction and reconditioning of the high school building
- Implementation of a Data Team which gathered and analyzed the student data that was used to provide direction for school change especially in regards to NECAP and NWEA test preparation and student grouping
- Reaching AYP every year, lowering dropout rate and significant reduction of failure rate
- Creation of Master Schedule using PowerSchool Student Management system

Personnel

- Supervised and evaluated all teachers in regards to their professional development plan and classroom performance with a minimum of five observations per year per teacher
- Recruited and hired all personnel
- Dismissal or retention of all personnel
- Lead the Professional Development of staff

Curriculum, Instruction and Assessment

- Organized and lead the development of the Competencies by department and course
- Organized the development and adoption of a rubric of instructional excellence
- Directed the development of Assessment of Competencies
- Developed and Implemented guided studies, Freshman and Sophomore Seminars and lunch studies

**Assistant Principal 9-12
Goffstown Area High School, Goffstown NH**

1999 to 2005

Highlights

Building Level Experience and Initiatives

- Responsible for student management of over 600 students per year
- Created the Master Schedule for a Class L high school
- Member of Best Schools Cohort 1 Whole School Reform
- Member of Best Schools Cohort 4 Transition
- Member of Steering Committees Best Schools Cohort 1 and Cohort 4
- Edited Student Handbook and presented changes to the Curriculum and Education Subcommittee to the School Board
- Edited Program of Studies and presented changes to the Curriculum and Education Subcommittee to the School Board
- Created Freshman Program of Studies and presented changes to the Curriculum and Education Subcommittee to the School Board
- Prepares humanities department budget to the Budget Committee
- Responsible for acquisition, appropriation, and distribution of all school furnishings for \$11 million remodeling project
- Developed schedule and supervised NWEA testing

Personnel

- Supervised and evaluated all humanities teachers in regards to their professional development plan and classroom performance
- Developed and implemented hiring process for humanities departments
- Recruited and hired all humanities personnel
- Recommended dismissal or retention of humanities personnel

Curriculum and Instruction

- Created Team 1, a Literacy and Numeracy Skills Improvement Team
- Developed a hierarchy of needs which was used as a guide for humanities curriculum and classroom material selection
- Purchased all humanities curriculum and classroom materials
- Developed and implemented pilots for new acquisition
- Lead development of student expectation sheets for each required course in the humanities department.

Academic Supervisor K-12: Social Studies Lawrence Public School, Lawrence MA

1996 to 1999

Highlights

Teaching – Model Lessons

- Taught lessons with and for teachers grades K-12 to model teaching strategies
- Developed **Teaching Tips Newsletter**, which highlighted innovative methodology

Personnel Administration (Recruitment, Supervision, and Evaluation)

- Assisted in the supervision and evaluation of teachers system-wide grades K-12
- Supervised Social Studies faculty at Lawrence High School
- Developed work plans for under performing teachers
- Developed Grade 9 Success Academy Personnel Plan
- Chaired the Middle School Restructuring Committee
- Co-Chaired the High School Restructuring Committee
- Only District Representative on National Resource Team Charged with Accreditation

Curriculum Development

- Assisted in the development and implementation of a K-12 social studies curriculum
- Developed benchmarks for social studies grades K-8
- Coordinated the development of a world history curriculum aligned with the *Massachusetts Curriculum Frameworks*
- Developed Grade 9 Success Academy Housing and Course Offerings Plan

- Developed the Grade 9 Success Academy Staff and Professional Development Plan
- Assisted in the development and implementations of trade book based units for grades K-8
- Developed and piloted Parent/Student Curriculum Based Lessons Program
- Chaired the Social Studies Curriculum Council
- Developed system-wide procedures for textbook adoptions
- Developed instructional strategies to prepare students for the MCAS exams

**Assistant Professor, Division of Education
Notre Dame College, Manchester NH**

1993 to 1996

Highlights

Teaching – Graduate and Undergraduate

- The Integrated Curriculum
- Designs for Effective Teaching at the Middle and High School Level
- Methods of Science, Social Studies, Art, Music, and Physical Education
- Methods of Teaching Mathematics
- Human Development
- Methods of Teaching Social Studies

Personnel Administration (Recruitment, Supervision, and Evaluation)

- Supervision of Student Teachers at the elementary and secondary levels
- Chairperson of the Dean's Search Committee
- Chairperson of the Secondary Education Committee
- Director of the Middle School Institute

Staff Development

- Member of the Academics Policies Faculty Committee
- Member of the Student Development College Committee
- Reader of the National FIPSE Grants, Washington DC
- Faculty on the Eisenhower Grant Social Studies Frameworks Addendum
- Faculty on the Eisenhower Grant summer '95 workshops
- Faculty on the 1994-95 Grant for the Institute on Disabilities

Curriculum Development

- Member of the development Team for the Accelerated M.Ed.
- Developed and implemented *The Integrated Curriculum* course

- Developed and implemented *Designs for Effective Teaching* at the Middle and High School Levels course
- Developed and implemented a series of Middle School Summer Institutes for Middle School Teachers

Graduate Teaching Assistant
Dept. of Education Theory and Practice
Florida State University, Tallahassee, FL

1989 to 1993

Highlights

Teaching

- Elementary Social Studies Methods
- Secondary Social Studies Methods

Personnel Administration (Recruitment, Supervision, and Evaluation)

- Supervisor of Social Studies Interns
- Administrative Coordinator for a number of National Endowment for the Humanities grants, including:
 - *Separate Checks and Balances*, 1989
 - *War Powers Act Colloquium*, 1989
 - *Bill of Rights Celebration*, 1990
- Administrative Assistant for a number of State Department of Education grants including
 - *Helping to Train Peer Teachers*, 1989
 - *Diversity in our Schools*, 1989
- Co-editor of two statewide newsletters, 1989 – 1991
 - *Separate Checks and Balances*
 - *The Bill of Rights*
- Editorial Assistant for *Anthropology and education Quarterly*, 1991 – 1992

Staff Development

- Graduate Student Representative for Social Studies Education faculty and curriculum and instruction
- Graduate Student for Social Studies Education to G.P.C.
- Member of the Social Studies Education Advisory Board and Curriculum and Instruction Committee

Curriculum Development (Model Programs)

- Development team for the new Social Studies Method course
- Co-developed 101 American History masters

Awards and Honors

- **Florida State University College of Education Alumni Award** for outstanding students in the College of Education
- Recipient of a **Multicultural-Multilingual Friendship** for minority interested in multicultural education

**Social Studies Teacher, Armwood High School
Seffner, FL**

1984 to 1988

Highlights

Teaching

- Taught a variety of Social Studies Classes

Curriculum

- Development team member for the Hillsborough County American Curriculum and the County American History Examination
- Developed the Latin American History course for Armwood High School
- Participant in the southern Association for Schools Accreditation Review

Extracurricular

- Sponsor for INTERACT service club, Social Studies club & academic team, Florida Folklore interpretive history group, and High school Europe tour
- Assistant Girls' Track Coach

Honors and Appointments

- National Endowment for the Humanities Hillsborough Country representative
- SACS Evaluation school organization chairperson

WORKSHOPS

Epping High School, "The Competencies and Grading", 2009

Epping High School, "Connecting the Learning Goal and the Assessment", 2009

Epping High School, "The New Professional Development Program and the Evaluation Program", 2008

Epping High School, "Using the Competencies in the Classroom", 2008

Epping High School, "Learning Strategies in All Classes", 2008

Epping High School, "Lesson Planning and Unit Planning" 2008

Epping High School, "Writing Classroom Assessments", 2007

Epping High School, " Writing Across the Curriculum", 2007

Epping High School, "How to Write Course Competencies", 2007

Epping High School, "What is a Scope and Sequence", 2006

Epping High School, "Using Real World Issues in the Classroom", 2006

Epping High School, "School Structures and Expectations", 2006

Epping High School, "Using Understanding By Design in the Classroom" 2006

Epping School District, "Mentorship Training", 2005

Epping School District, "New Teacher Orientation", 2005

Epping School District, "Substitute Orientation", 2005

Goffstown School District, "Rigor: What Does it Look Like?", 2004

Goffstown School District, "Overt Versus Covert Teaching", 2004

Goffstown School District, "What We Want Students to Know and be Able to Do", 2004

Goffstown School District, "Curriculum Transitions: How to Maintain Continuity", 2003

Goffstown School District, "Using *History Alive* to Make History Come Alive", 2001

Goffstown School District, "New Teacher Induction", 2000

Lawrence Public Schools, "Strategic Planning as a Means of Restructuring", 1998

Lawrence Public Schools, "Hands-On Social Studies", 1998

Lawrence Public Schools, "Using Trade Books to Teach Social Studies", 1998

Lawrence Public Schools, "Assessment and Instruction—What is the Link?", 1998

Lawrence Public Schools, "Using Local History to Teach Social Studies Skills", 1998

Lawrence Public Schools, "Using CALLA to Teach Second Language Learners", 1998

Lawrence Public Schools, "Inquiry Approach to Social Studies", 1997

Diocese of Manchester Central Region Staff Development, "Using Problem Solving Strategies in Mathematics", 1996

Southeastern Regional Education Service Center, "Bringing Social Studies to Life through Inquiry", 1995

Southern New Hampshire School Districts, "Improving Classroom Instruction and Assessment with the New Hampshire Curriculum Frameworks", 1995

Notre Dame College Fall Workshop Series, "Hands On—Minds on Math", 1995

Saint Catherine's School Faculty In-service Day, "Using Manipulative Materials to Enhance the Teaching of Mathematics Concepts", 1995

Dade County elementary and secondary teachers, "The Constitution", 1989

Hillsborough County elementary and secondary teachers, "The Bicentennial High School Competition", 1986

Hillsborough County elementary and secondary teachers, "The Bill of Rights", 1985

PRESENTATIONS

New Hampshire Council for the Social Studies, "Meaningful Themes in Tradebooks", 1995

New Hampshire Council for the Social Studies, "Strategies for the Inclusive Social Studies Classroom", 1995

Qualitative Conference, "Student Voice: Allowing for Cultural Differences", 1992

Florida Council for the Social Studies, "Using Children's Literature to Reconstruct the Social Studies Curriculum", 1990

Florida Council for the Social Studies, "Using Documents in the Social Studies Classroom", 1989

National Council for the Social Studies, "Florida Folk Life", 1988

Southeast Regional Council for the Social Studies, "Imperative History", 1987

Southeast Regional Council for the Social Studies, "Students and Active History", 1986

EDUCATION

Principal Certification Program

RIVIER COLLEGE

Educational Leadership Coursework

PLYMOUTH STATE UNIVERSITY

ABD, Education Theory and Practice

FLORIDA STATE UNIVERSITY

Masters, Curriculum and Instruction

FLORIDA STATE UNIVERSITY

Coursework in Supervision and Administration

UNIVERSITY OF SOUTH FLORIDA

Bachelor of Arts in Secondary Education, Social Studies Minor

UNIVERSITY OF FLORIDA

PROFESSIONAL AFFILIATIONS

1999- Present	Association of Supervision and Curriculum
1990- Present	American Anthropology Association
1984- Present	National Council for the Social Studies
1989- Present	Phi Delta Kappa
1989- Present	Association for Supervision and Curriculum Development
1984-1989	Hillsborough Council for the Social Studies
1984-1989	Hillsborough Classroom Teacher's Association

PUBLICATIONS

1991: "Historical Literacy: Is It Necessary?" Journal of the Middle States for the Social Studies, vol. 12, p. 3-13 by Sue Hammons-Bryner and Dixie Bacallao

1991: "One Hundred and One Black line Masters: American History Lessons" submitted to The Social Studies Consortium, by Dixie Bacallao and Rodney Allen