

School Improvement Grants

**State Education Agency  
Application for FY 2013 New Awards  
Competition**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** New Hampshire Department of Education

State Education Agency

December 10, 2013



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

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Paperwork Burden Statement

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

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

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

### **ESEA Flexibility**

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

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

### **Availability of Funds**

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

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

## FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

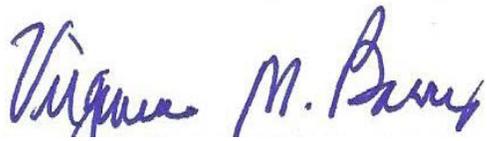
### **Application Deadline**

Applications are due on or before November 15, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b>  New Hampshire Department of Education	<b>Applicant's Mailing Address:</b>  101 Pleasant Street Concord, NH 03301-3860
<b>State Contact for the School Improvement Grant</b>  <b>Name:</b> Kathryn J. Nichol  <b>Position and Office:</b> Director, Office of School Turnaround  <b>Contact's Mailing Address:</b>  101 Pleasant Street Concord, NH 03301-3860  <b>Telephone:</b> 603-271-6087  <b>Fax:</b> 603-271-2760  <b>Email address:</b> <a href="mailto:Kathryn.Nichol@doe.nh.gov">Kathryn.Nichol@doe.nh.gov</a>	
<b>Chief State School Officer (Printed Name):</b> Virginia M. Barry, Ph.D.	<b>Telephone:</b> 603-271-3144
<b>Signature of the Chief State School Officer:</b>  X 	<b>Date:</b> December 11, 2013 March 27, 2014 April 8, 2014
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.	

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## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

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

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

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

#### NH SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES	PRIORITY	TI E	TIE R II	TIE R	GRAD	NEWLY ELIGIBL
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**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use 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, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school. Upon US Department of Education (US ED) approval of the NH School Improvement Grant (SIG), the NH DOE will post on the NH DOE website and disseminate to all NH Superintendents and Title I Project Managers the list of NH SIG eligible schools, grant information and further information regarding needs assessment tools available.

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

LEAs submitting an application for a priority 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) and/or 1003(g).

As part of the application, LEAs will be required to submit the following baseline data collected by LEAs on the form found in *SEA Appendix 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 School wide Improvement Outcomes**

**The NHDoe is currently using Indistar as a self-assessment tool for the 2013-14 priority schools as discussed in the ESEA Flexibility waiver.**

**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, or each priority school, as applicable, 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 cannot 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, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, 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 -21) 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-23) that must align with the goals and parameters of the grant
- A One Year Detailed School Budget Narrative (page LEA-24), 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 actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's 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; and,

Sustain the reforms after the funding period ends.

### **Part 2 continued**

The NH DOE has included assurances (page LEA-29-30) within the NH SIG LEA application that Superintendents and the School Board Chair must sign to ensure their commitment to do the following:

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 Thursday – April 17, 2014.
- 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 Thursday – April 25, 2014.

- Each LEA applicant will participate in the SIG Lessons Learned and Planning Recommendations webinar on Wednesday – April 30, 2014.
- Planning grants will be awarded by Wednesday – April 30, 2014.
- Complete applications will be due Friday – May 30, 2014.
- Three step application review and scoring Monday – June 2, 2014 – Friday – June 13, 2014.
- Each LEA application will be evaluated by reviewers using the scoring rubric to evaluate the LEA application (two levels of review).
- Meetings with LEA finalists will be held Monday – June 16, 2014 – Wednesday – June 18, 2014 to discuss reviewer feedback and clarifications needed.
- If applicable, revised applications will be due Wednesday – June 22, 2014.
- New FY 13 SIG awards will be announced by Tuesday – July 1, 2014.
- The NH DOE Office of School Turnaround 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 NHDOE Office of School Turnaround will continue to hold in-person meetings and webinars related to the sustainability of the initiatives under the SIG. LEA's should note additional funding sources for activities.
- 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, Title III and state and local funding. Office of School Turnaround 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 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 NHDOE Office of School Turnaround will continue to hold in-person meetings and webinars related to the sustainability of the initiatives under the SIG.
- 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.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

- (1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> 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 2014–2015 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 2014–2015 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 2014-2015 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.

**Additionally, the reviewers will be evaluated the pre-implementation activities and budget with the following criteria:**

- **Activities and budget items must be clearly and directly linked to the LEA'S SIG objectives, strategies, needs and requirements of the selected intervention model.**
- **Activities and budget items must be necessary and reasonable for the proper and efficient model implementation during the following school year.**
- **Activities and budgeted items must be allowable under ESEA cost principles.**

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

<b>NH DOE TIMELINE</b>	
SEA Application due to US.ED	Tuesday, December 10,2013
NHDOE overview webinar for potential grantees	Thursday , April 17, 2014
US.ED APPLICATION RESPONSE	???Friday, April 11, 2014???
Intent to apply/planning grant applications due to NHDOE	Thursday, April 25, 2014
NHDOE Awards Planning Grants	Wednesday, April 30, 2014
LEAs participate in “LESSONS LEARNED AND PLANNING RECOMMENDATIONS” Webinar	Wednesday, April 30, 2014
LEA Application which includes pre-implementation activities and budget due to NHDOE	Friday, May 30, 2014
NHDOE Team Reviews Applications	Monday, June 2, 2014 to June 13, 2014
LEA Finalist meeting with District at NHDOE	Monday, June 16, 2014 to Wednesday June 18, 2014
Revised LEA Application due back to NHDOE	by Wednesday, June 25, 2014 or one week after individual LEA finalist meeting
LEA SIG Awards Announced	Tuesday, July 1, 2014

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1)Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, 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, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

**The NHDOE requires a student data form to be submitted at the start of the grant period that includes student assessment scores by grade level. As a follow-up to this data throughout the year, the district must submit three benchmark assessment scores through the online Steps to Success tool that is monitored by the NHDOE Office of School Turnaround and NHDOE school improvement liaisons.**

Additionally, 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?

Based on the evidence reviewed from the end of the year report documenting LEA and the school implementation, each school sites visit monitoring reports and monthly meetings with LEA leadership, the SEA will determine the LEA's capacity to ensure goal attainment, and subsequent renewal of the SIG funds.

If the school is making academic progress, the grant will be renewed. If not, the LEA will need to revise the plan and annual goals. The new plan needs to be resubmitted for NHDOE approval before the grant will be renewed. If the revised plan is not approved by the NHDOE, funds will be terminated.

- (2) 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. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

**The NHDOE has no Tier II Schools since we were granted the ESEA Flexibility Waiver. We are requesting the priority schools waiver through this grant application.**

- (3) 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, or the priority schools, as applicable, 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 at least every 6 weeks, annual desk audits, quarterly SIG Coordinator meetings, phone discussions, report reviews and quarterly meetings with LEA teams. The onsite visits are crucial in this monitoring process, as it provides an opportunity for the liaisons to meet with various stakeholders throughout the school and district, review goal progress and assist in sustainability planning. Additionally, the function of the onsite visit is to analyze all facets of a school's implementation of the intervention model and collaborate with leadership staff and other stakeholders pertinent to goal attainment.**

**Schools not making progress not on their LEA formative/interim assessments, state assessments, and leading indicators must make adjustments to accelerate their objectives and strategies to meet the pre-established approved targets. The adjustments must be sent, as an addendum to the approved plan, to NHDOE for approval, the SEA will work with the LEA and the schools to determine how technical support and monitoring can be strengthened.**

**Schools making progress on their LEA benchmarks, state assessments, and leading indicators, will continue with their plans, monitoring, and support.**

**At the end of the 2<sup>nd</sup> year, this process will continue, However, the grant may not be renewed for any school still not making progress.**

(4) 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 the priority schools in the districts that are the lowest achieving on the current priority list generated for the ESEA Flexibility waiver.**

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

**The NHDOE is requesting the Priority Schools Waiver so this is not a requirement.**

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

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

(7) 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, or for priority schools, as applicable, 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.**

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- 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, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, 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; total amount of the three year grant listed by each year of implementation; 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 or priority school, as applicable.
- Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**FY 13 award \$1,371,751.**

**Allowable five percent SEA reservation = \$68,588.**

**This allowable SEA reservation of 5% goes to pay:**

- **rent of the Office of School Turnaround**
- **supplies for the SIG Program**
- **percentage of the Office of School Turnaround salary and fringe benefits**
- **Training providers**
- **Audit services**

- **Department of Information Technology services**
- **Costs for in and out of State Travel**
- **indirect costs**

## **G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

## **H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

New Hampshire requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

### **Waiver 1: Tier II waiver N/A**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 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.

### **Assurance N/A**

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) 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. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

### **Waiver 2: n-size waiver N/A**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG

final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance N/A

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

New Hampshire requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State 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.

The State 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, or 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, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver N/A**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

N/A Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

**Assurances N/A**

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, 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.

**Waiver 6: Schoolwide program waiver N/A**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

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 participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

**Assurances**

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

The State assures that, if it is granted this waiver, 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.

### **I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State 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.

**The copy of the notice to all eligible LEAs and any public comments received will be forwarded to the US.DE as soon as possible.**

### **SEA Appendix A: NH Title I 1003(g) SIG Priority Eligible Schools**

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

### **SEA Appendix B: New Hampshire's Priority Schools Definition**

The following provides details as to the information and process used by New Hampshire to identify the priority 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 ESEA Flexibility Waiver granted to New Hampshire on June 26, 2013, New Hampshire developed the following:

- New Hampshire's "priority schools" are: <http://www.education.nh.gov/instruction/priority-focus/priority-schools.htm>
- This has been operationalized by adding the NECAP index scores for mathematics to the NECAP index scores for reading to produce a combined index score for each year. To identify the Priority Schools the NECAP combined index scores for 2010-2011, 2011-2012, and 2012-2013 were averaged and then rank ordered.
- Title I schools (as of October 1, 2012) will be identified on the rank-ordered list and 12 (5 percent of the Title I schools) of the most struggling Title I schools will be designated as our Priority Schools. In addition to these 5 percent of schools, those participating in the School Improvement Grant (SIG) program will be considered Priority Schools.

*Appendix C: SEA Needs Assessment Rubric*

<b>Student Achievement</b>	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"> <li>• Interim assessments to inform instruction</li> <li>• Data analysis meetings to examine student progress, analyze assessments, plan responses to students' challenges, and set goals for measurable improvements</li> <li>• School-wide measurable achievement goals which are shared by students, teachers, and administrators</li> </ul>		
<b>Instruction</b>		
<ul style="list-style-type: none"> <li>• Common routines and procedures to maximize instructional time and time on task</li> <li>• Use of timely, actionable student data to inform instruction</li> <li>• Common model and language of instruction</li> <li>• Daily and consistent use of measurable objectives to drive instruction</li> <li>• Cycles of explicit instruction including checking for understanding of 100% of students</li> <li>• Rigorous questioning and assignments</li> <li>• Gradual release of responsibility with scaffolding to ensure student mastery of new learning</li> <li>• Protocol for consistently monitoring and giving teachers feedback on instruction</li> <li>• Common planning times with clear goals and outcomes</li> <li>• Strategic use of technology and other resources to enhance and differentiate instruction</li> </ul>		
<b>Curriculum</b>		
<ul style="list-style-type: none"> <li>• Aligned with Common Core and Career Ready Standards</li> <li>• Mapped by grade level</li> <li>• Assessed with common assessments which are analyzed in departments or grade-level teams to inform instruction</li> </ul>		
<b>Professional Development</b>		
<ul style="list-style-type: none"> <li>• District master PD plan and school-level PD plans with measurable objectives tied to student achievement and the implementation of research-proven strategies</li> <li>• Cycle of PD which includes instruction, modeling and structured practice within the classroom, and consistent feedback</li> </ul>		

<b>Governance Structure</b>		
<ul style="list-style-type: none"> <li>• Governance/leadership which engages all stakeholders and facilitates effective decision-making</li> <li>• History of consistent, achievement-driven leadership</li> <li>• District policy/practices which may enable reform process</li> <li>• School policy/practices which may enable reform process</li> </ul>		
<b>School Climate and Culture</b>		
<ul style="list-style-type: none"> <li>• School-wide routines and procedures to maintain safety and prioritize learning</li> <li>• Focus on achievement, high expectations, and academic success</li> <li>• Student engagement in classroom and school community</li> <li>• Behavioral program and evidence of effectiveness</li> <li>• Parent engagement and support</li> <li>• Community involvement, support, and resources</li> </ul>		
<b>Process</b>		
<ul style="list-style-type: none"> <li>• Appropriate structure/tool</li> <li>• Realistic timeline</li> <li>• Thorough data collection</li> <li>• Thoughtful analysis</li> </ul>		
<b>Stakeholder Involvement</b>		
<ul style="list-style-type: none"> <li>• Parents/community</li> <li>• Teachers/staff</li> <li>• School administration</li> <li>• District administrators/Superintendent</li> <li>• Local school board</li> </ul>		
<b>Outcomes</b>		
<ul style="list-style-type: none"> <li>• Recognized areas of weakness</li> <li>• Recognized areas of strength (with potential use to leverage improvement efforts)</li> <li>• Focus on high-leverage, research-based strategies for reform</li> </ul>		

**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	<ul style="list-style-type: none"> <li>● Poor</li> <li>● Satisfactory</li> <li>● Strong</li> </ul>
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	<ul style="list-style-type: none"> <li>● Poor</li> <li>● Satisfactory</li> <li>● Strong</li> </ul>
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	<ul style="list-style-type: none"> <li>● Poor</li> <li>● Satisfactory</li> <li>● Strong</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Poor</li> <li>● Satisfactory</li> <li>● Strong</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Poor</li> <li>● Satisfactory</li> <li>● Strong</li> </ul>
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 a diverse leadership team composition 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 a diverse leadership team composition 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 all stakeholders is exceeded.	<ul style="list-style-type: none"> <li>● Poor</li> <li>● Satisfactory</li> <li>● Strong</li> </ul>
<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 priority 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 priority 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 opened the Office of School Turnaround and increased the duties of the NHDOE Liaisons to visit and provide technical assistance to the SIG sites at least every six weeks. 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. **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 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 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 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</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</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</p>	

resources have not been provided or do not correspond to the selected intervention model.	provided.	provided.	
<b>The LEA has or will modify its practices and policies to enable the full and effective implementation of the intervention.</b>			
<b>Lacks sufficient information</b>	<b>Marginal-Requires revision/clarification</b>	<b>Good-Accepted as presented</b>	<b>Reviewer comments</b>
<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>	
<b>The LEA will provide evidence for sustaining the reform after the funding period ends.</b>			
<b>Lacks sufficient information</b>	<b>Marginal-Requires revision/clarification</b>	<b>Good-Accepted as presented</b>	<b>Reviewer comments</b>
<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>	

School Improvement Grants  
**Local Education Agency**  
**Application for FY 2013 New Awards**  
**Competition**

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

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



**Intent to Apply Due: Friday, April 25, 2014**

**Applications Due: Monday, May 30, 2014**

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

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Numb1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

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## PART II: LEA APPLICATION

### **Purpose of the Program**

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

### **ESEA Flexibility**

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

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

### **Availability of Funds**

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

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

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### **State and LEA Allocations**

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

## School Improvement Grant Guidance

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and has one or more schools that qualify under the NH DOE's definition of a priority school;
- serve each priority school unless the LEA demonstrates that it lacks sufficient capacity to undertake one of these rigorous interventions in each priority school, in which case the LEA must indicate the priority school(s) that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a priority school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.
- budget for each priority school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA;
- commit to serve one or more priority schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA; and
- if implementing a restart model, must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

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

School Improvement Fund Overview: <http://www2.ed.gov/programs/sif/index.html>

Final Requirements/Guidance and Addendums: <http://www2.ed.gov/programs/sif/faq.html>

US ED School Improvement Grant

PowerPoint: <http://www2.ed.gov/programs/sif/applicant.html#ppts>

## LEA APPLICATION REQUIREMENTS

### School Improvement Grant LEA Application Process

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

#### Stage 1: Initial Review:

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

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

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

### **Stage 2: Application Clarification Meetings:**

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

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

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

### **Stage 3: Awarding of Grants:**

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

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

<b>April 25, 2014</b>	<b>LEA intent to apply and planning grant request due to the NH DOE</b>
<b>April 30, 2014</b>	<b>NH DOE review and approval of LEA planning grants</b>
<b>May 30, 2014</b>	<b>Complete LEA application due to the NH DOE</b>
<b>June 2 – June 13, 2014</b>	<b>Three step application review</b>
<b>July 1, 2014</b>	<b>LEA grants awarded by the NH DOE</b>

### **Application Submission Information**

#### **Paperwork Required:**

LEAs submitting with priority schools

- Submit an intent to apply (page LEA-11), a planning grant template (page LEA-12) and the required budget information in the Online Grant Management System by April 25, 2014.
- Submit a complete application electronically to Paula.Delisi@doe.nh.gov and one hard copy to the NH DOE office (address below)
- Use the forms provided in this document to provide requested information.

- Type all information requested (except for signatures), using a font size no smaller than size 10 font.
- Number all pages
- Spell out the name of a selected program or strategy once before using abbreviations or acronyms, to assist reviewers in understanding the plan.

**Due Dates:**

- Intent to apply/planning grant applications must be received at the NH DOE by 4:00 pm no later than April 25, 2014.
- Complete grant applications must be received at the NH DOE by 4:00 pm no later than May 30, 2014

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

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

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

## Eligible LEAs/Schools

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

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

Eligibility for the Title I 1003(g) School Improvement Grants does not impact or eliminate eligibility for Title I 1003(a) School Improvement Grants (if available-based on funding). The grants described within this document are additional grants awarded through a competitive process. If an LEA chooses not to participate in this Title I 1003(g) School Improvement Grants, the decision will not impact their eligibility for regular Title I, Part A funding.

## Required Intervention Models for priority schools

Priority schools **must** implement one of the following four models outlined by the US ED:

### 1) Turnaround Model

A turnaround model is one in which an LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students
- Screen all existing staff and rehire no more than 50 percent and select new staff
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or NH DOE, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or NH DOE to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in the US ED SIG guidance);
- Provide appropriate social-emotional and community-oriented services and supports for students. A turnaround model may also implement other strategies such as:
- Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

## 2) Restart Model

A restart model is one in which an LEA must:

- Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)
- Enroll, within the grades it serves, any former student who wishes to attend the school.

## 3) School Closure Model

School closure model is one in which the LEA must:

- Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

## 4) Transformation Model

A transformation model is inclusive of the following four sections which the LEA must address:

i) *Develop and increase teacher and school leader effectiveness* section:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use a rigorous, transparent, and equitable evaluation systems for teachers and principals that:
  - Takes into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement;
- Use the guidelines from the NHDOE Teacher/Leader Effectiveness Plan to improve instruction by strengthening current evaluation systems.
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

- An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness according to the NHDOE suggested model such as:
  - Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
  - Instituting a system for measuring changes in instructional practices resulting from professional development; or
  - Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.
- ii) *Comprehensive instructional reform strategies* section:
  - Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
  - Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  - An LEA may also implement comprehensive instructional reform strategies, such as:
    - Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
    - Implementing a school wide “response-to-intervention” model;
    - Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
    - Using and integrating technology-based supports and interventions as part of the instructional program; and

In secondary schools—

  - Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - Improving student transition from middle to high school through summer transition programs or freshman academies;
  - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- iii) *Increasing learning time and creating community-oriented schools* section:
  - Establish schedules and strategies that provide increased learning time (as defined in the US ED SIG guidance); and
  - Provide ongoing mechanisms for family and community engagement.

- An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:
  - Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
  - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
  - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
  - Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- iv) *Providing operational flexibility and sustained support* section:
  - Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
  - Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
  - An LEA may also implement other strategies for providing operational flexibility and intensive support, such as:
    - Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
    - Implementing a per-pupil school-based budget formula that is weighted based on student needs.

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

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

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

LEA/District:

SAU#:

Superintendent Name:

This document is an official notification that the above LEA/district intends to apply for a Title I 1003(g) School Improvement Grant.

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

ELIGIBLE SCHOOL NAME				Planning to Apply

District Mailing Address:

Phone:

Fax:

E-Mail:

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

Mailing Address (if different from above):

Work Phone:

Fax:

E-Mail:

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

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

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

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources

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

**LEA Application**

**SAU#: District Name:**

**Superintendent:**

**Address:**

**City: Zip: Tel:**

**E-mail: Fax:**

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

**Name:**

**Address:**

**City: Zip: Tel:**

**E-mail: Fax:**

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

## Pre-Implementation Guidance:

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

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

**Title I 1003(g) School Improvement Grant Action Plan**  
*(Please complete one per school)*

School name \_\_\_\_\_

<b>Goal</b>	Provide a specific, measurable goal citing intended changes in teaching and learning tied to improvement in student achievement.					
<b>Strategy</b>	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input type="checkbox"/> Transformation model					
<b>Proposed Activities for 2014-2015</b>  <i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b>  <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b>  <i>When will this activity begin and end?</i>	<b>Oversight</b>  <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b>  <i>What evidence will be collected to document implementation?  How often and by whom?</i>	<b>Monitoring (Effectiveness)</b>  <i>What evidence will be collected to assess effectiveness?  How often and by whom?</i>	<b>Title I School Improvement Funds</b>  <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>

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

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

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

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

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

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

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

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

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

- Center for Innovation and Improvement’s (CII) Rapid Improvement process
- Assessment Continuum of School-wide Improvement Outcomes

Webinars will be held by the NH DOE to discuss the components that must be included in the needs assessment, tips shared as to best ways to facilitate the process and a checklist will be provided that outlines the components that will be checked by reviewers.

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

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

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

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

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

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

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

LEA’s with school(s) receiving SIG funds will sign an assurance that they will commit any State and Local funds to the school(s) and those resources will be aligned to the selected intervention model. This will be monitored through budget checks during onsite visits and through monitoring of the LEA’s online grants management system housed at the NHDOE.

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

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

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

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

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

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

Page LEA-23 requires an outline of expenses over the next three school years. These budgets are to be completed for each school and the total of all should equal the LEA budget. LEA-24 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report that is reviewed through the steps in the action plan will need to be submitted each year. As part of the first progress report (due May 31, 2015), the LEA will be required to answer questions regarding the first year of implementation, update the three year budget overview if needed and provide a detailed budget narrative for year two. The progress report and included budgets will have to be approved by the NHDOE in order to maintain grant participation and implement the plan in the LEA for year two. The same process will occur at the end of year two to process approval for implementation in year three.

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

**Example:**

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

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

LEA \_\_\_\_\_ Budget

School Name	Year I Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-implementation	Year 1 - Full Implementation			
<b>LEA-level Activities</b>					
<b>Total Budget</b>					

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

### Three Year School Budget Plan

Account Category	Year 1 Pre-Implementation Budget Description	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>							
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i>							
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>							
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>							
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan.</i> <i>An Equipment Justification Form (LEA Appendix F) must be completed.</i>							
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i> <i>A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>							
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>							
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>							
<b>Indirect Costs</b>							
<b>Total</b>							

**(Complete one per school)**

# ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE 2014-2015

(Please complete one per school)

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

**School Name:** \_\_\_\_\_

Account Category	Budget Detail		
	Narrative	Pre-Implementation Costs	Total Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>			
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i>			
<b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>			
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>			
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>			
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>			
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>			
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>			
<b>Indirect Costs</b>			
<b>Total</b>			

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

The LEA must assure that it will—

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

## ASSURANCES:

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements (US ED requirement);
- The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities (NHDOE requirement);
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations (NHDOE requirement);
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements (NHDOE requirement);
- The funds received under this grant will be used to address the goals set forth in the attached application (NHDOE requirement);
- Fiscally related information will be provided with the timeliness established for the program(s) (NHDOE requirement);
- The specific school-level data required in section III of the final requirements will be reported for all schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant through quarterly meetings, evaluations, progress reports, or on-site visitations, including the following data (US ED requirement):
  - **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**
  - **Does the school provide any of the following in order to offer increased learning time:**
    - longer school day
    - before or after school
    - summer school
    - weekend school
    - Other
  - **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
  - **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
  - **The number of high school students who complete at least one class in a postsecondary institution;**
  - **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
  - **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**

- **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
  - **Dropout rate;**
  - **Student attendance rate;**
  - **Discipline incidents;**
  - **Truants;**
  - **Distribution of teachers by performance level on an LEA’s teacher evaluation system (when available); and**
  - **Teacher attendance rate.**
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results (NHDOE requirement);
  - Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive (NHDOE requirement);
  - The LEA will establish annual goals for student achievement in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds (US ED requirement);
  - If the LEA implements a restart model in a priority school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (US ED requirement);
  - Assign a Title I 1003(g) School Improvement Grant Coordinator that will participate in regular NH DOE Title I 1003(g) School Improvement Grant meetings and have a LEA Improvement Planning/Implementation Committee that meets regularly (NHDOE requirement);
  - Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service (NHDOE requirement);
  - Additional resources will be aligned with the interventions (NHDOE requirement);
  - LEA’s practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively (NHDOE requirement); and
  - The reforms will be sustained after the funding period ends (NHDOE requirement) .

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

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

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

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

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

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**WAIVERS:**

The NH DOE has requested that waivers be granted by the US ED regarding requirements to the LEA’s School Improvement Grant, please indicate below (by checking the appropriate boxes which of those waivers you intend to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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

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

**And**

**List of Priority Schools**

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

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

<b>School Name:</b>			
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.</b>			
<b>Does the school provide any of the following in order to offer increased learning time:</b> <ul style="list-style-type: none"> <li>• longer school day</li> <li>• before or after school</li> <li>• summer school</li> <li>• weekend school</li> <li>• Other</li> </ul>			
<b>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</b>			

during the regular school year;			
Student dropout rate			
Student attendance rate			
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;			
Number of discipline incidents			
Number of truant students			
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;			
Distribution of teachers by performance level on an LEA's teacher evaluation system			
Teacher attendance rate			

**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"/> <b>Poor</b> <input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Strong</b>
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"/> <b>Poor</b> <input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Strong</b>
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"/> <b>Poor</b> <input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Strong</b>
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"/> <b>Poor</b> <input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Strong</b>
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"/> <b>Poor</b> <input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Strong</b>
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"/> <b>Poor</b> <input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Strong</b>

This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion on capacity.



**LEA Appendix F: Equipment Justification Form**

<b>Item Description:</b>		
<b>Number to be purchased:</b>	<b>Approximate cost per item:</b> include per student or per teacher information	<b>Total Cost:</b>
<b>Location:</b> Where will the equipment be used?		
<b>Purpose:</b> Detail the following:		
<ul style="list-style-type: none"> <li>• How will it support the program?</li> <li>• Who will use it? And</li> <li>• How many students/staff will use it?</li> </ul>		
<b>Reasonableness:</b>		
<ul style="list-style-type: none"> <li>• Justify the need; and</li> <li>• Explain how it is not otherwise available through the district.</li> </ul>		
<b>Storage:</b> Where will the equipment be located/stored		
<b>Inventory and Tracking:</b>		
Identify the person responsible the following:		
Entering equipment on Title I Equipment Inventory Report		
Tracking equipment if moved from above location		
Signing equipment in and out if equipment is approved for student use		
Storing equipment over the summer		

LEA Appendix G: Application Scoring Rubrics

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

SAU#: _____ District Name: _____						
Total # of Schools Applying: _____						
Reviewer Name: _____						
District/School Score _____ DATE _____						
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification	Good: clear & complete; all areas addressed	Exemplary: well-conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<b>A - Schools to be served:</b>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<b>B - Descriptive Information – Evidence of each Priority School</b>						

<p>1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Review Feedback Rubric</i> and the <i>Baseline School Data Profile</i> was complete. Described the results of the needs assessment conducted for each priority school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.</p>	0	1	2	4	6	
<p>2) Consider LEA's self-assessment on the LEA Capacity Rubric (SEA application-Appendix D-must receive score of 20 or higher).</p> <p>The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each priority school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention &amp; Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Priority LEA has elected to NOT include in its application to support the LEA's decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	

<p><b>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</b></p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final SIG requirements;</li> <li>• If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;</li> <li>• How the LEA will align other resources with the interventions;</li> <li>• How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</li> <li>• How the LEA and school will sustain the reforms after the funding period ends.</li> </ul> <p>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-<i>Appendix F</i></p>	0	1	2	4	6	
<p><b>5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each priority school identified in the LEA application.</b></p>	0	1	2	4	6	
<p><b>6) As part of the LEA’s plan to monitor progress in each priority school included in this application, provided the LEA’s annual student achievement goals in Reading and Mathematics for each priority school’s assessment results.</b></p>	0	1	2	4	6	
<p><b>9) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</b></p>	0	1	2	4	6	

<p>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 style="text-align: center;"><b>Action Plan</b></p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Strategy</li> <li>• Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</li> <li>• Resources</li> <li>• Timeline</li> <li>• Oversight</li> <li>• Monitoring of implementation</li> <li>• Monitoring of effectiveness</li> <li>• Funds needed</li> </ul> <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 (2014-2015) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	

**D - Assurances**

1) Signed Assurance page	0	0	0	0	1	
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**E - Waivers**

1) Is the LEA applying for any waivers?	0	0	0		0	
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This is not applicable for New Hampshire for FY 13.

**Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program**

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
<b>TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:</b>			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

**This form is not applicable for New Hampshire for FY 13.**

**School Improvement Grants (SIG) Program FY 2013 Assurances**

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards<sup>1</sup> to its LEAs.
- Use the renewal process identified in [State]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If 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.
- Report the specific school-level data required in section III of the final SIG requirements.

**By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).**

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<sup>1</sup> A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

## Public Notice

To: Superintendents and Principals

Subject: FY 2013 School Improvement Grant (SIG) Cohort III Competition

Date: April 8, 2014

This notification is to inform you and solicit comments in regards to New Hampshire Department of Education's intent to open a grant funding competition for a third cohort of School Improvement Grants (SIG) for FY 2013.

This grant is open to new Priority Schools as defined and identified under the New Hampshire's ESEA Flexibility waiver awarded on June 26, 2013. The SIG grant is authorized under section 1003(g) of the Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA).

The state of New Hampshire State education agency (SEA) received the funds from the United States Department of Education to make competitive sub grants to local education agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their low-performing schools. Since the NHDOE has received the ESEA Flexibility waiver, this grant applies to schools that are on the "priority schools waiver list". This waiver permits the state of New Hampshire to replace its Tier I, Tier II and Tier III schools with its list of Priority Schools as found in the link, Title I Priority School Selection: <http://www.education.nh.gov/instruction/priority-focus/priority-schools.htm>.

The SEA welcomes commentary. Copies of all comments will be attached to the federal waiver request. Please direct comments no later than April 22, 2014 to: Kathryn J. Nichol , Office of School Turnaround at the New Hampshire Department of Education at the following email address: [Kathryn.Nichol@doe.nh.gov](mailto:Kathryn.Nichol@doe.nh.gov) .

April 10, 2014

Dear Members of the Committee of Practitioners,

Here is an item that I planned to discuss at our 4/7/2014 meeting. The Federal Government (US.ED) is providing another round of School Improvement Grant (SIG) monies. The New Hampshire Department of Education (NHDOE) has been awarded \$1,371,751 for the FY 2013. This will make the third round of funding and allow NHDOE to sponsor a third cohort of SIG Schools. The SIG grant is authorized under section 1003(g) of the Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). This grant is open to new Priority Schools as defined and identified under the New Hampshire's ESEA Flexibility waiver awarded on June 26, 2013

The state of New Hampshire State education agency (SEA) received the funds from the United States Department of Education to make competitive sub grants to local education agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their low-performing schools. Since the NHDOE has received the ESEA Flexibility waiver, this grant applies to schools that are on the "priority schools waiver list". This waiver permits the state of New Hampshire to replace its Tier I, Tier II and Tier III schools with its list of Priority Schools as found in the link, Title I Priority School Selection: <http://www.education.nh.gov/instruction/priority-focus/priority-schools.htm>.

At make this possible, the New Hampshire Department of Education is requesting two waivers from the United States Department of Education (US.ED)

1. Waiver 3: Priority school list waiver. The NHDOE replaces its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled ESEA Flexibility and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG Final Requirements.
2. Waiver 4: Period of availability of FY funds waiver. The NHDOE is requests a waiver that extends the period of availability of the FY school improvement funds for the SEA and all its LEAs to September 30, 2017 for the purpose of making three-year awards to eligible LEAs.

Here is the timeline for the Cohort III SIG grant:

- April 25, 2014 LEA intent to apply and planning grant request due to NHDOE
- April 30, 2014 NHDOE reviews and approves the planning grants
- May 30, 2014 Complete LEA application due to the NHDOE
- June 2- June 13, 2014 Three step application review
- July 1, 2014 LEA grants awarded by the NHDOE

The Office of School Turnaround welcomes questions and comments. Please email Kathryn Nichol at the following address: [Kathryn.Nichol@doe.nh.gov](mailto:Kathryn.Nichol@doe.nh.gov). Copies of all comments will be attached to the federal waiver request. Please direct comments no later than April 18, 2014

Kathryn "Joey" Nichol  
Director, Office of School Turnaround  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301  
phone: 603-271-6087  
fax: 603-271-2760