

School Improvement Grants Application

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

CFDA Numbers: 84.377A; 84.388A



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

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Paperwork Burden Statement

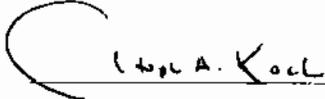
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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

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| Legal Name of Applicant: Illinois State Board of Education | Applicant's Mailing Address: 100 North First Street Springfield, IL 62777-0001 |
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| Chief State School Officer (Printed Name): Christopher A. Koch, Ed.D. | Telephone: 217/782-2223 |
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| Signature of the Chief State School Officer: X  | Date: March 26, 2010 |
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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.

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: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III 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. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

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.

Link to Definition: <http://www.isbe.net/SFSF/default.htm>

| <u>LEA NAME, NCES ID #</u> | | | | | | |
|----------------------------|-----------|--------|---------|----------|-----------|-----------------------------|
| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE ¹ |
| | | | | | | |

Illinois intends to serve Tier I and Tier II schools first and does not anticipate having enough funding for Tier III schools. (See Appendix A for the list of schools.)

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

¹ As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

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:

The Illinois State Board of Education (ISBE) has established evaluation criteria and created scoring rubrics to evaluate LEA applications. The evaluation criteria are described in the “Criteria for Review and Approval of Proposals” section of the District Request For Proposals (RFP) included with this application and the scoring rubrics are provided in Appendix D of the RFP.

ISBE will score the LEA application and school application(s) separately and then add the LEA score to each individual school score. The scoring process has two steps. In the first scoring cut, ISBE will add the “LEA Capacity Score” to the “School Readiness Score” to generate the “Capacity/Readiness Composite Score.” Applications with a composite capacity/readiness score lower than 110 will receive written comments and technical assistance to revise the application. An application will not be funded if it does not meet the minimum School Improvement Grant requirements. If the composite capacity/readiness score is 110 or higher ISBE will add this score to the “General Composite Score,” which is comprised of the “LEA General Score” to the “School General Score.” In cases where an LEA has multiple school applications, the LEA composite scores will be added to each individual school composite score. Once the Capacity/Readiness Composite Score and the General Composite Score are added together, this will generate a final application score. ISBE will then rank each school from highest to lowest and fund applications until the point at which funds are no longer available, as long as the application meets the minimum School Improvement Grant requirements. (See Appendix D in the RFP.)

The scoring rubric parallels the sections in the RFP. In the LEA section of the scoring rubric, items identified by three asterisks (***) indicate capacity questions. In the school section of the scoring rubric, items identified by two asterisks (**) indicate readiness questions. Each section has its own subtotals.

CAPACITY SCALE***

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|---------------------------|--|
| High Capacity*** (120-96) | All of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Moderate (95-60) | Most of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Low (59 and Below) | A few or none of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed. |

READINESS SCALE**

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|--------------------|---|
| High (100-80) | All of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Moderate (79-50) | Most of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Low (49 and Below) | A few or none of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed. |

The LEA application is scored in four primary areas:

- Overview and Rationale—In this section the LEA must detail how the LEA team analyzed the needs of each school and selected an intervention model. Additionally, the LEA must explain its capacity to use school improvement funds to provide adequate resources and related support to each Tier I/Tier II school identified in the LEA application in order to fully and effectively implement the required activities of the school intervention model selected.
- Proposed Activities—In this section the LEA must describe the actions it has taken or will take to fully and effectively implement the required activities of the intervention model selected for each school. Specifically, the LEA must describe actions it has taken or will take to: 1) design and implement interventions consistent with requirements outlined by ED and ISBE; 2) recruit, screen, and select external providers and ensure their quality; 3) align other resources with the intervention; 4) modify its practices or policies; and 5) effectively sustain the reforms after the funding period ends.
- Commitment—In this section the LEA must describe the process that was used to consult with stakeholders about the application and provide evidence of the level of commitment for the school improvement intervention from the local board, teachers' union, school staff, and partner organizations.
- Timeline and Budget—The LEA must include a timeline delineating the steps it will take to implement the selected school intervention model in each Tier I and Tier II school identified in the application. Implementation must begin in fall 2010 and the timeline should span the grant period and include activities through June 30, 2013. The timeline must include LEA-level activities that will support the implementation of the school-level intervention model. The timeline should also indicate when monitoring will occur. The LEA must submit budgets for LEA-level activities, as well as for school-level activities.

The LEA must include with its district application a separate application for each school for which it seeks funding. ISBE will evaluate each school application individually. The LEA must include the following information in each school application:

- Rationale—Using the School Improvement Plan located on the Illinois Interactive Report Card, applicants must review school-level performance data and explain how the analysis of current data, coupled with the District Needs Assessment, informed the team's selection of the intervention model for the school.
- Proposed Activities—For each school, the applicant must describe the proposed activities for each intervention model, detailing specific information about data-driven decision-making, curriculum, instruction, assessment, and job-embedded professional development.
- Timeline and Budget—Each school application must include a timeline delineating the steps that will be taken to implement the selected school intervention model. Implementation must begin in fall 2010; each timeline should span the grant period, including activities through June 30, 2013, and indicate when monitoring will occur. Each school application must also include a budget for school-level activities.

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

With assistance from the Great Lakes West Comprehensive Center and Illinois State University, ISBE designed a District Needs Assessment tool to assist LEAs with identifying gaps between their current situation and desired results. It was designed to help inform their selection of one of the four intervention models. The tool will help an LEA team examine policies, programs, practices, and contextual factors

that support or impede the presence of characteristics needed to support the development of a thriving learning community. (The District Needs Assessment tool is included as Attachment 2 of the RFP.)

This tool is grounded in a comprehensive review of the literature and highlights five key areas that influence the successful implementation of the four intervention models identified by ED. The Needs Assessment identifies leading indicators pertaining to: leadership, evaluating teacher and principal effectiveness, data-driven decision making, instructional programs, and professional development to help the LEA team evaluate their ability to successfully implement one of the intervention models.

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

Through the District Needs Assessment and the LEA application, the LEA is required to describe its capacity to successfully implement selected intervention models. Specifically, Section II of the District Needs Assessment includes several strengths, weakness, opportunity, and threats (SWOT) analyses to help the LEA team determine the extent to which it can effectively implement the four intervention models. In the SWOT analysis, the LEA considers whether it can develop the governance structures, meet the human capital considerations, change policies and procedures to prevent barriers to implementation, and alter operational practices to support rapid improvement and full implementation of the four intervention models. In addition, based on the information from "School Restructuring: What Works When? A Guide for Education Leaders" and "The Handbook on Effective Implementation of School Improvement Grants," there are four checklists included in Part II of the District Needs Assessment that identify requirements for successful implementation.

Another important factor ISBE will consider as it assesses LEA capacity relates to the LEA's willingness to work with a Lead Partner to effectively implement the intervention models. ISBE is requesting that each LEA screen and select an external partner from the Illinois Approved Provider List, which is included in Appendix B of the RFP. In the RFP the LEA must describe how they selected the provider(s) and include, where applicable, letter(s) of intent from the partnering organization(s). If the LEA wishes to use a provider not included on the Illinois Approved Provider List, the LEA must obtain approval from ISBE and describe how it recruited and screened the entity to ensure their quality, and then ultimately select the provider.

The LEA is required to include the above information in the District Application. The evaluation criteria and a scoring rubric (Appendix D in the RFP) will be used to assess the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to fully and effectively implement the selected intervention in each school.

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

The application scoring rubric (Appendix D in the RFP) will assess if the LEA has presented a sound approach for the implementation of the selected models. An LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. The LEA must include a budget

that indicates the amount of SIG funds the LEA will use to:

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

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, are actions the LEA will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

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

In its application, the LEA must describe how it has or will undertake the above-mentioned criteria. The LEA's response will be evaluated using the evaluation criteria and scoring rubric. ISBE will also use the LEA's response as baseline information that will inform future monitoring and oversight of the grant.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

ISBE has established evaluation criteria and created a scoring rubric (Appendix D in the RFP) to evaluate LEA applications, which includes the LEA's capacity to implement a school intervention model in each Tier I school. In defining capacity, ISBE is considering the presence of characteristics needed to support the development of a thriving learning community and has identified several indicators for each model based on a review of literature and the success indicators outlined in "School Restructuring: What Works When? A Guide for Education Leaders" and "The Handbook on Effective Implementation of School Improvement Grants." In the District Needs Assessment and LEA application, the LEA must describe its capacity in five areas: leadership, evaluating teacher and principal effectiveness, data-driven decision

making, instructional programs, and professional development. Furthermore, the LEA must consider whether it can develop the governance structures, meet the human capital considerations, change policies and procedures to prevent barriers to implementation, and alter operational practices to support rapid improvement and full implementation of one of the four intervention models. The LEA must also identify a Lead Partner.

If an LEA claims that it lacks the capacity to serve each Tier I school, ISBE will evaluate the claim based on the following components:

- Information about schools and LEAs contained in the Illinois Interactive Report Card at <http://iirc.niu.edu>, which houses the School Improvement Plan, school report card data, the Title I plan, and the restructuring or corrective action plan, to determine what previous actions were in place for the LEA and the school.
- External Assurance monitoring visits, financial status, and the oversight information and feedback from the Regional Education Service Providers who work with the LEA and its schools will provide information about the LEA and its capacity to serve each Tier I school.
- The number of Tier I and Tier II schools being served.
- The LEA's ability to recruit new staff.
- The availability and quality of available partners, including education management organizations and charter management organizations.
- Access and proximity to higher-performing schools.

If ISBE determines that an LEA has the capacity to serve a greater number of schools than the LEA identifies in the application, ISBE staff will discuss the finding with the LEA. Using information gathered from the above sources, ISBE staff will talk with the LEA to elicit additional information about LEA capacity to implement an appropriate intervention model in each of its Tier I schools. If the determination is that the LEA can actually serve more schools than originally identified, ISBE will provide technical assistance to help the LEA revise its application.

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

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

1. March 10, 2010, Technical Assistance Day for Tier I and II LEAs to explain required activities for the four intervention models.
2. By March 29, 2010, Tier I and Tier II draft RFP released to public.
3. March 29, 2010, Technical Assistance Day to review proposal requirements and interact with Illinois Approved Providers.
4. May 7, 2010, RFP released.
5. May 10, 2010, Needs Assessment Webinar held to review LEA Needs Assessment.
6. May 11, 2010, Bidder's Webinar held to review RFP.
7. June 14, 2010, Tier I and Tier II applications due to ISBE.
8. June 21-25, 2010, Tier I and Tier II applications reviewed and scored.
9. July 30, 2010, ISBE identifies grantees for Tier I and Tier II awards and makes recommendations to state superintendent of education.
10. August 6, 2010, LEAs receive award notice for Tier I and Tier II schools.
11. By September 1, 2010, Tier I and Tier II LEAs submit status reports.
12. September 6, 2010, Tier III RFP released (if applicable).
13. October 18, 2010, Tier III applications due to ISBE (if applicable).
14. November 1-5, 2010, Tier III applications reviewed and scored (if applicable).
15. By December 2010, Tier I and Tier II LEAs monitored.

16. December 1, 2010, ISBE identifies grantees for Tier III awards and makes recommendations to state superintendent of education (if applicable).
17. By December 10, 2010, LEAs receive award notice for Tier III schools (if applicable).
18. By May 2011, LEAs reapply for FY11 grant.

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

As part of the application, LEAs will submit academic achievement goals and information on the school's status for nine leading indicators. The LEAs will need to submit a report each year, along with a self-evaluation that will include the nine leading indicators with the data needed for the school-level reporting metrics to show progress. (See Attachment 9 in the RFP.)

During the annual review ISBE will look for dramatic change and rapid improvement in each participating school's student performance. ISBE will review the annual goals set by the LEA to determine if each school is meeting the goals and making progress on the leading indicators. If an LEA is not meeting these goals, ISBE has the option to end funding or to provide more intense technical support.

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

Tier III schools may be served based on available funding following completion of the state's competitive application process and funding of the Tier I and Tier II schools. However, ISBE does not anticipate having enough funds to run a Tier III competition.

If the state were to run a Tier III competition, the SEA would first ensure that Tier III schools had a board-approved school improvement plan that aligns with the LEA's strategic intervention strategies. If the LEA is also supporting Tier I and Tier II schools, ISBE would look to see if the Tier III goals aligned with the LEA's strategic plan. As part of the monitoring process, ISBE will review the LEA's goals, as well as the progress made on each goal for Tier III Schools. Based on data and monitoring, the ISBE Division for Innovation and Improvement will determine if the school should continue to receive funding.

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

ISBE will monitor each LEA to ensure that they are implementing a school intervention model with fidelity in Tier I and Tier II and using funds appropriately. To do this, ISBE will use a variety of tools to assess the LEA's progress on several indicators, including:

1. Progress toward implementation of the intervention model consistent with the final requirements.
2. Collaborations and services provided by external partners.

3. The alignment of other resources with the interventions.
4. Progress toward modifying practices or policies to enable effective implementation of the intervention model.
5. Evidence of movement toward sustainability.

ISBE uses a multipronged approach to monitor each LEA to ensure full and effective implementation of the grant. Monitoring schedules will be based on determined levels of risk, which will take into consideration the number of schools funded in an LEA, level of funding, and the LEA's capacity to successfully implement an intervention model. In order to ensure success, ISBE will use a variety of approaches to monitor LEA progress, including requiring the LEA to submit quarterly self-monitoring reports, convening Lead and Supporting Partners to gather information about implementation, and conducting onsite monitoring visits. Additionally, all LEAs are monitored by ISBE staff through the annual application and amendment review process. Specifically, LEAs will be required to submit self-monitoring reports with their quarterly budget reports. ISBE staff will convene Lead and Supporting Partners at least twice a year to discuss implementation progress with grantees. All grantees will receive an onsite monitoring visit at least once during the grant cycle. Onsite monitoring may occur more frequently if ISBE staff determines that a grantee may require additional oversight based on feedback from Lead Partners, LEA self-monitoring reports, quarterly budget reports, or renewal applications.

In addition to the annual monitoring, ISBE will join with other states and with the Center for Innovation and Improvement in an external evaluation.

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

If ISBE decides to provide services directly to any schools, the state superintendent of education will prioritize the school for funding in the grant competition. Otherwise, each Tier I and Tier II application will be evaluated based on the established evaluation criteria identified in the scoring rubrics. The evaluation criteria are described in the "Criteria for Review and Approval of Proposals" section of the District RFP included with this application and the scoring rubrics are provided in Appendix D of the RFP. Based on the scoring rubric, each school application will receive a score and then all applications will be ranked from highest to lowest. Applications with a composite capacity/readiness score lower than 110 will not be eligible for funding until the LEA revises its application. An application will not be funded if it does not meet the minimum School Improvement Grant requirements outlined in the RFP. In order to ensure an equitable distribution of grants across the state, ISBE has divided the state into 10 regions based on the state's current regional service provider model and plans to award not more than 50 percent of eligible funds to any one region. Funding prioritization will be based on the highest-ranked applications and the state will continue to fund eligible applications until funds are depleted as long as the district has met all of the School Improvement Grant requirements. If Illinois is not able to serve all Tier I schools that apply for the grant, ISBE will carry over at least 25 percent of the funds for the next round of grants.

If the state is able to fund all qualified Tier I and Tier II applicants and additional funds remain, ISBE will then open the application process up to LEAs interested in serving Tier III schools. The evaluation for Tier III schools will occur on a competitive basis. The Tier III schools will be funded until the point at which funds are no longer available. Tier I and Tier II schools will receive priority and will be awarded prior to any Tier III school receiving an award.

Tier III LEAs will receive priority points for the following:

- Identified as a “Super LEA” in the Race to The Top (RTTT) grant application.
- Tier III schools that decide to implement one of the four intervention models available for Tier I and Tier II schools.

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

ISBE will consider the LEA’s commitment to serving its Tier I and Tier II schools and how serving Tier III schools fits into the overall plan for the LEA, the needs of the school, the appropriateness of the proposed model, and the budget. The LEA will need to identify how it will use the School Improvement 1003(g) funds and other resources (financial and human/intellectual capital) as a combined effort to serve the needs of the students. Tier III schools that decide to use one of the four intervention models available for Tier I and Tier II schools will receive priority. Tier III schools identified as a “Super LEA” will receive priority consideration. An LEA is designated as a Super LEA if it can demonstrate commitment to implement the proposed reform from the superintendent, the president of the local school board, and the local teachers’ union.

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

At this time, ISBE does not plan to take over any Tier I or Tier II schools; however, ISBE retains the authority to take over a school, as provided in state and federal law. Section (E) (1) of the Illinois School Code provides the state superintendent of education with a full arsenal of interventions that can be applied in underperforming schools and LEAs. If ISBE decides that takeover is necessary, the agency has established that its capacity for this work through its prequalification process for Lead and Supporting Partners for the Illinois Partnership Zone, which also met the state procurement requirements for ISBE to contract directly with several entities, if necessary, to undertake a direct state intervention. If and when the need for a direct state intervention arises, ISBE can act quickly to engage Lead and Supporting Partners to provide on-the-ground resources for implementation of the most appropriate intervention, as determined by ISBE.

Additionally, ISBE is establishing a “Center for School Improvement” to oversee the Statewide System of Support in the following core reform areas: 1) implementation of standards-aligned instructional systems, 2) use of data for continued improvement, 3) educator effectiveness and support, and 4) LEA and school innovations and interventions. The Center will function in collaboration with ISBE by one or more entities, such as universities or not-for-profit organizations with a proven track record to support the delivery of services in each area of focus, and with greater flexibility than ISBE to quickly scale up capacity. ISBE will contract with the Center, coordinate its activities with ISBE divisions and programs, provide oversight and performance management of Center activities, and hold it accountable for statewide implementation of the Statewide System of Support. The Center will, in turn, be responsible for ensuring that effective practices are widely disseminated and replicated across regions of the state and that the regional delivery system provides effective support to each tier of need within the Statewide System of Support. The Center will ensure that ISBE has the data and information necessary to hold regional providers accountable for effective local implementation.

The Center for School Improvement will include a specific unit dedicated to turnaround. Upon the creation of this Center in the second half of 2010, ISBE will coordinate state intervention planning with the Center and establish timelines for action in specific LEAs that have not responded to the need for intervention in the state’s worst performing schools.

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

ISBE has the authority to intervene in a school if the SEA deems this action necessary and in the best interests of the students served by that school. The state superintendent of education intends to provide services directly to North Chicago Community High School, a Tier II school in North Chicago School District 187. On October 15, 2009, ISBE issued a Request for Sealed Proposals for Lead and Supporting Partners with a demonstrated record of successful and effective work with underperforming schools to work in every region of the state. Based on responses to this procurement, the state superintendent of education prequalified Lead and Supporting Partners to work with LEAs and schools in specific regions. The prequalified partners are also eligible to contract directly with ISBE to support LEA activities or as part of a direct state intervention. In working with the North Chicago Tier II school, ISBE will ensure that all Lead and Supporting Partners are able to carry out the core components of the intervention model. In general, the Lead Partner's duties will include: i) working with ISBE and the Center for School Improvement, the LEA, and the school to perform a needs assessment of the school; ii) coordinating with all involved stakeholders on the development of an intervention plan and its implementation; and iii) implementing a coherent, whole-school intervention model in partnership with the LEA. The LEA has the flexibility of selecting a specific intervention model, as identified in the proposed federal regulations, to be implemented in coordination with a Lead Partner; North Chicago School District 187 has selected the transformation model. In May 2010, district administrators and the North Chicago local board met with the state superintendent of education to discuss a voluntary oversight agreement. The local board approved the action and agreed to enter into a voluntary oversight process with the state.

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

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

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).

- Ensure, if the SEA is participating in the Department’s differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA’s implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An 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 the State-level funds it has received from its School Improvement Grant.

ISBE will use its administration funds to pay for additional staff, evaluate the LEAs and the state 1003(g) program, and provide professional development training to the staff and contractors in order to provide additional technical assistance that is meaningful to the LEAs to assist them in the intervention models and other school improvement efforts. ISBE will also create the Center for School Improvement.

ISBE and Center staff will share accountability and responsibility for overseeing and coordinating targeted and coordinated services in the following areas:

1. Standards-aligned instructional systems,
2. Data-driven decision making for continued improvement,
3. Educator effectiveness,
4. Continuous LEA and school improvement, and
5. Interventions for the lowest performing schools.

Center personnel will design and support the use of a connected set of tools to improve instructional practice and student performance on a continuing basis. The Center will help articulate a systemic and coherent approach to improving LEAs and schools not just for the short term, but by helping to change fundamental structures and processes that will lead to sustainable improvement. Additionally, the Center will have a specific unit dedicated to supporting the implementation of effective turnaround strategies.

Center staff will help transform evidence-based research into practice and train school improvement teams, coaches, and regional providers across the state in these effective practices. Thus, the Center for School Improvement will bring coordination and coherence to the statewide system of support and provide training, professional development, tools, and resources for school improvement coaches, teams, and service providers throughout Illinois to better support the state’s lowest performing schools.

ISBE will generally use its 1003(a) School Improvement funds and state funding to establish and operate the Center.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- ✓ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application. See Appendix C for public comments.

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

- The SEA has consulted with other relevant stakeholders, including: _____.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Illinois requests waivers of the requirements listed below. These waivers would allow any Illinois LEA that receives a School Improvement Grant to use the funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

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

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.

- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

- Waive the two-year-span requirement in section 1116(b)(3)(A) of the ESEA to allow participating schools to develop a three-year school improvement plan so that schools begin planning for a multiyear focused or comprehensive intervention at an early stage in the improvement timeline. Schools will still be required to revise this plan for each year that they do not make AYP.

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

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

ISBE assures that, prior to submitting this request in its School Improvement Grant application, it provided all LEAs in the state that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice, as well as copies of any comments it received from LEAs. The SEA also assures that it provided notice and information regarding this waiver request 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 state-designated newspaper and by posting information on its Web site) and has attached a copy of, or link to, that notice.

ISBE assures that, if it is granted one or more of the waivers requested herein, it will submit to ED a report that sets forth the name and NCES LEA identification number for each LEA implementing a waiver, including which specific waiver each LEA is implementing.

Appendix A

List of Tier I, Tier II, and Tier III Schools

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|-------|-------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Army Trail Elem School | 170315000005 | | | X | . | . | . | |
| Alton Middle School | 170360005841 | | | X | . | . | . | |
| Anna-Jonesboro High School | 170378000067 | | | X | 78.0 | 80.9 | 85.6 | |
| Scarlet Oak Elem School | 170393000081 | | | X | . | . | . | |
| Argo Community High School | 170402000088 | | | X | 92.9 | 90.1 | 89.6 | |
| Armstrong High School | 170423000119 | | | X | 89.4 | 96.0 | 95.7 | |
| Astoria High School | 170444000130 | | X | | 100.0 | 100.0 | 88.6 | |
| East High School | 170468000143 | | | X | 75.9 | 75.0 | 75.5 | X |
| C F Simmons Middle School | 170468000144 | | | X | . | . | . | |
| K D Waldo Middle School | 170468000149 | | | X | . | . | . | |
| Henry W Cowherd Middle School | 170468000040 | | | X | . | . | . | |
| Olney C Allen Elem School | 170468000154 | | | X | . | . | . | |
| C M Bardwell Elem School | 170468000146 | | | X | . | . | . | |
| W S Beaupre Elem School | 170468000156 | | | X | . | . | . | |
| L D Brady Elem School | 170468000150 | | | X | . | . | . | |
| G N Dieterich Elem School | 170468000147 | | | X | . | . | . | |
| John Gates Elem School | 170468000148 | | | X | . | . | . | |
| Nicholas A Hermes Elem School | 170468000152 | | | X | . | . | . | |
| C I Johnson Elem School | 170468000145 | | | X | . | . | . | |
| Oak Park Elem School | 170468000153 | | | X | . | . | . | |
| Mabel O Donnell Elem School | 170468000151 | | | X | . | . | . | |
| Edna Rollins Elem School | 170468005473 | | | X | . | . | . | |
| Greenman Elem School | 170471000163 | | | X | . | . | . | |
| Hall Elem School | 170471000165 | | | X | . | . | . | |
| Hill Elem School | 170471000161 | | | X | . | . | . | |
| Smith Elem School | 170471000168 | | | X | . | . | . | |
| Sunny Hill Elem School | 170505000193 | | | X | . | . | . | |
| Gard Elementary School | 170531000217 | | | X | . | . | . | |
| Belleville High School-East | 170564000242 | | | X | 93.9 | 94.9 | 93.4 | |
| Belleville High School-West | 170564000243 | | | X | 96.3 | 92.6 | 89.7 | |
| Grant Elem School | 170576000247 | | | X | . | . | . | |
| Lincoln Elem School | 170579000259 | | | X | . | . | . | |
| Washington Elem School | 170579000262 | | | X | . | . | . | |
| Benton Grade Sch 5-8 | 170595004370 | | | X | . | . | . | |
| Benton Grade Sch K-4 | 170595004752 | | | X | . | . | . | |
| Benton Cons High School | 170597000278 | | | X | 92.6 | 93.9 | 86.9 | |
| J W Riley Elem School | 170600000280 | | | X | . | . | . | |
| Lincoln Middle School | 170606000288 | | | X | . | . | . | |
| Prairie Oak School | 170606000285 | | | X | . | . | . | |
| Karel Havlicek Elem School | 170606000287 | | | X | . | . | . | |
| Heritage Middle School | 170609003422 | | | X | . | . | . | |
| Freedom Middle School | 170609005026 | | | X | . | . | . | |
| Pershing Elem School | 170609000293 | | | X | . | . | . | |
| Bloom High School | 170642000312 | | | X | 78.5 | 76.0 | 88.1 | X |
| Bloom Trail High School | 170642000313 | | | X | 78.3 | 75.6 | 88.0 | X |
| Bradley-Bourbonnais C High School | 170696000360 | | | X | 88.8 | 88.3 | 90.0 | |
| Hillcrest High School | 170705000365 | | | X | 91.0 | 89.5 | 86.4 | X |
| Lovejoy Technology Academy | 172364002587 | | | X | 100.0 | 78.9 | 100.0 | |
| Lovejoy Middle School | 172364004711 | | | X | . | . | . | |
| Lovejoy Elementary School | 172364004710 | | | X | . | . | . | |
| Bushnell-Prairie City High Sch | 170795000401 | | | X | 80.6 | 73.6 | 77.1 | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|----------------------------------|--------------|------|----|-----|-----------------|------|-------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Wagoner Elem | 173546003700 | | | X | . | . | . | |
| South Elem School | 171212001469 | | | X | . | . | . | |
| Antioch Comm High School | 170387000075 | | | X | 99.3 | 99.7 | 98.0 | |
| DD Eisenhower High Sch (Campus) | 170654000342 | | | X | 80.8 | 83.2 | 99.5 | X |
| Community High School | 174044004071 | | | X | 95.8 | 96.1 | 96.7 | |
| Carpentersville Middle School | 170855004910 | | | X | . | . | . | |
| Golfview Elem School | 170855000483 | | | X | . | . | . | |
| Meadowdale Elem School | 170855000492 | | | X | . | . | . | |
| Perry Elementary School | 170855004912 | | | X | . | . | . | |
| Lakewood School | 170855005298 | | | X | . | . | . | |
| Cahokia High School | 170804000409 | | | X | 98.9 | 71.5 | 74.6 | X |
| Wirth Middle School | 170804000418 | | | X | . | . | . | |
| Centerville Elem School | 170804000410 | | | X | . | . | . | |
| Cairo Jr/Sr High School | 170807000420 | | | X | 100.0 | 82.1 | 100.0 | |
| Wentworth Jr High School | 174152003426 | | | X | . | . | . | |
| Wentworth Intermediate School | 174152003427 | | | X | . | . | . | |
| Burr Oak Elem School | 170813000426 | | | X | . | . | . | |
| Calumet Elem School | 170813000427 | | | X | . | . | . | |
| Burr Oak Academy | 170813005144 | | | X | . | . | . | |
| Carbondale Comm H S | 170837000454 | | | X | 97.5 | 96.6 | 94.0 | |
| Carbondale Middle School | 170834000449 | | | X | . | . | . | |
| Carlyle Junior High School | 170846001172 | | | X | . | . | . | |
| Carrier Mills-Stonefort H S | 170858000498 | | X | | 84.6 | 80.5 | 96.8 | |
| Carrier Mills-Stonefort Elem Sch | 170858000497 | | | X | . | . | . | |
| Centralia High School | 170930000538 | | | X | 73.6 | 80.8 | 78.1 | |
| Washington Elem School | 170942000555 | | | X | . | . | . | |
| Chester Elem School | 170981000578 | | | X | . | . | . | |
| Washington Junior High | 170996000053 | | | X | . | . | . | |
| McKinley Elementary School | 170996001227 | | | X | . | . | . | |
| Wilson Elem School | 170996001228 | | | X | . | . | . | |
| Dr Charles E Gavin Elem School | 170996001219 | | | X | . | . | . | |
| Lincoln Elem School | 170996001224 | | | X | . | . | . | |
| Unity Jr High School | 171020005660 | | | X | . | . | . | |
| Daniel Burnham Elem School | 171020001238 | | | X | . | . | . | |
| Cicero East Elem School | 171020001236 | | | X | . | . | . | |
| Columbus East Elem School | 171020001237 | | | X | . | . | . | |
| Drexel Elem School | 171020001239 | | | X | . | . | . | |
| Goodwin Elementary School | 171020001240 | | | X | . | . | . | |
| Abe Lincoln Elem School | 171020001235 | | | X | . | . | . | |
| T Roosevelt Elem School | 171020001243 | | | X | . | . | . | |
| Woodrow Wilson Elem School | 171020005025 | | | X | . | . | . | |
| Liberty Elem School | 171020000277 | | | X | . | . | . | |
| Cicero West Elementary School | 171020002479 | | | X | . | . | . | |
| Columbus West Elementary School | 171020002480 | | | X | . | . | . | |
| Amundsen High School | 170993000587 | | | X | 67.9 | 67.0 | 70.2 | X |
| Bogan High School | 170993000626 | X | | | 65.8 | 64.6 | 56.8 | |
| Carver Military Academy HS | 170993000671 | | | X | 70.5 | 65.3 | 66.7 | X |
| Crane Technical Prep High School | 170993000717 | X | | | 60.8 | 61.1 | 64.5 | |
| Farragut Career Academy HS | 170993000788 | X | | | 49.9 | 59.6 | 56.5 | |
| Fenger Academy High School | 170993000792 | X | | | 55.2 | 63.4 | 47.1 | |
| Foreman High School | 170993000799 | | | X | 61.4 | 52.9 | 55.1 | X |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Gage Park High School | 170993000809 | X | | | 49.2 | 64.6 | 61.3 | |
| Harlan Community Academy HS | 170993000851 | | | X | 70.6 | 76.4 | 62.7 | X |
| Harper High School | 170993000852 | X | | | 41.3 | 47.5 | 57.7 | |
| Hirsch Metropolitan High School | 170993000879 | | | X | 54.8 | 64.3 | 46.5 | |
| Hubbard High School | 170993000889 | | | X | 66.8 | 62.3 | 62.9 | X |
| Hyde Park Academy High School | 170993000893 | | | X | 59.2 | 64.7 | 57.2 | X |
| Kelly High School | 170993000920 | | | X | 63.5 | 64.2 | 55.8 | X |
| Kelvyn Park High School | 170993000923 | X | | | 60.0 | 75.1 | 73.8 | |
| Kennedy High School | 170993000924 | | | X | 64.1 | 64.4 | 56.2 | X |
| Lake View High School | 170993000941 | | | X | 85.1 | 94.5 | 90.3 | |
| Marshall Metropolitan High School | 170993000972 | X | | | 46.9 | 28.0 | 41.1 | |
| Acad Of Comm & Tech Charter HS | 170993003432 | | | X | 80.5 | 75.0 | 83.6 | |
| Mather High School | 170993000977 | | | X | 76.1 | 67.6 | 71.1 | X |
| Phillips Academy High School | 170993001061 | X | | | 53.5 | 38.8 | 59.6 | |
| Roosevelt High School | 170993001093 | X | | | 57.4 | 54.6 | 51.0 | |
| Schurz High School | 170993001111 | | | X | 53.6 | 70.8 | 59.2 | X |
| Senn High School | 170993001114 | X | | | 54.4 | 48.1 | 45.4 | |
| Perspectives Charter High School | 170993003450 | | | X | 84.6 | 89.8 | 90.7 | |
| Steinmetz Academic Centre HS | 170993001139 | | | X | 62.7 | 58.2 | 62.2 | X |
| Sullivan High School | 170993001149 | X | | | 48.3 | 55.5 | 58.1 | |
| Tilden Career Communty Academy HS | 170993001161 | X | | | 44.4 | 50.1 | 45.8 | |
| Washington, G High School | 170993001189 | | | X | 73.2 | 79.8 | 69.3 | X |
| Wells Community Academy HS | 170993001192 | X | | | 62.4 | 50.9 | 52.7 | |
| Youth Connections Charter HS | 170993003473 | | | X | 75.6 | 77.1 | 80.6 | X |
| North Lawndale Charter HS | 170993003474 | | | X | 72.9 | 46.8 | 88.3 | X |
| Noble Street Charter High School | 170993003479 | | | X | 70.2 | 88.2 | 83.9 | |
| Young Womens Leadership Chrtr HS | 170993003981 | | | X | 82.2 | 68.7 | 82.0 | |
| ASPIRA Charter High School | 170993005663 | | | X | 56.8 | 60.8 | 70.9 | |
| Ace Technical Charter High School | 170993005051 | X | | | . | 55.3 | 76.8 | |
| Chicago Vocational Career Acad HS | 170993000943 | X | | | 59.0 | 70.7 | 70.8 | |
| Best Practice High School | 170993001208 | X | | | 64.4 | 76.4 | 73.8 | |
| Dunbar Vocational Career Acad HS | 170993000588 | X | | | 74.0 | 67.4 | 69.8 | |
| Prosser Career Academy HS | 170993000681 | | | X | 84.2 | 83.9 | 85.7 | |
| Richards Career Academy HS | 170993000718 | X | | | 68.8 | 60.0 | 57.9 | |
| Simeon Career Academy High School | 170993000758 | | | X | 71.5 | 87.3 | 78.0 | X |
| Corliss High School | 170993001072 | X | | | 61.2 | 56.7 | 51.5 | |
| Clemente Community Academy HS | 170993001086 | X | | | 55.2 | 67.7 | 51.6 | |
| Manley Career Academy High School | 170993001125 | X | | | 60.7 | 73.7 | 74.7 | |
| Curie Metropolitan High School | 170993001198 | | | X | 71.9 | 79.8 | 77.5 | |
| Julian High School | 170993000895 | X | | | 69.0 | 88.7 | 67.1 | |
| Robeson High School | 170993000967 | X | | | 46.1 | 49.7 | 45.8 | |
| Juarez Community Academy HS | 170993000722 | X | | | 57.5 | 48.3 | 57.1 | |
| Hancock College Preparatory HS | 170993001980 | X | | | 85.8 | 73.5 | 74.3 | |
| Chicago Military Academy HS | 170993003487 | | | X | 80.3 | 89.2 | 91.7 | |
| Dyett High School | 170993004265 | X | | | 31.4 | 63.0 | 40.9 | |
| Hope College Prep High School | 170993004266 | | | X | 86.7 | 89.0 | 68.3 | X |
| Bowen Environmental Studies HS | 170993004712 | X | | | 64.7 | 75.7 | 89.3 | |
| Chicago Discovery Academy HS | 170993004713 | X | | | 59.5 | 63.0 | 70.1 | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Entrepreneurshp High School | 170993004714 | X | | | 56.3 | 58.2 | 68.1 | |
| Phoenix Military Academy HS | 170993004715 | | | X | 45.9 | 36.8 | 75.0 | X |
| School Of The Arts High School | 170993004717 | X | | | 59.3 | 53.0 | 71.9 | |
| School Of Technology High School | 170993005664 | X | | | 62.5 | 56.9 | 58.0 | |
| School Of Leadership High School | 170993005665 | X | | | 65.3 | 43.7 | 47.7 | |
| Global Visions High School | 170993005668 | X | | | 58.5 | 53.2 | 70.6 | |
| Chicago Academy High School | 170993005061 | | | X | . | 77.0 | 82.3 | X |
| New Millenium Health High School | 170993005072 | X | | | . | 65.9 | 80.0 | |
| North-Grand High School | 170993005074 | X | | | . | 98.5 | 98.5 | |
| Raby High School | 170993005075 | X | | | . | 88.9 | 77.9 | |
| Clark Acad Prep Magnet High Schl | 170993005076 | | | X | 87.6 | 75.1 | 82.1 | |
| Rickover Naval Academy High Schl | 170993005078 | | | X | . | . | 89.6 | |
| Uplift Community High School | 170993005787 | | | X | . | . | 71.4 | |
| World Language High School | 170993005788 | | | X | . | . | 80.7 | |
| Douglass Academy High School | 170993005789 | | | X | 53.0 | 44.2 | 72.2 | X |
| Bronzeville Scholastic HS | 170993005792 | | | X | . | . | 82.4 | |
| School Of Social Justice HS | 170993005793 | | | X | . | . | 73.6 | |
| Multicultural Arts High School | 170993005794 | | | X | . | . | 57.9 | |
| Infinity Math, Science & Tech HS | 170993005795 | | | X | . | . | 79.8 | |
| Chicago International Charter | 170993003505 | | | X | 85.8 | 70.6 | 84.5 | |
| Jackson, M Elem School | 170993001091 | | | X | . | . | . | |
| Morgan Elem School | 170993001160 | | | X | . | . | . | |
| University of Chicago Chrtr Schl | 170993003542 | | | X | . | . | . | |
| Addams Elem School | 170993000884 | | | X | . | . | . | |
| Altgeld Elem School | 170993000909 | | | X | . | . | . | |
| Andersen, H C Elem Community Acad | 170993000902 | | | X | . | . | . | |
| Armour Elem School | 170993001001 | | | X | . | . | . | |
| Armstrong, G Elem Intl Studies | 170993001181 | | | X | . | . | . | |
| UNO Network Elem Charter School | 170993003555 | | | X | . | . | . | |
| Attucks Elem School | 170993000645 | | | X | . | . | . | |
| Avalon Park Elem School | 170993000582 | | | X | . | . | . | |
| Avondale Elem School | 170993000583 | | | X | . | . | . | |
| Banneker Elem School | 170993000584 | | | X | . | . | . | |
| Barry Elem School | 170993000586 | | | X | . | . | . | |
| Barton Elem School | 170993000589 | | | X | . | . | . | |
| Bass Elem School | 170993000590 | | | X | . | . | . | |
| Bateman Elem School | 170993000591 | | | X | . | . | . | |
| Nicholson Elem Math & Science | 170993000597 | | | X | . | . | . | |
| Beidler Elem School | 170993000603 | | | X | . | . | . | |
| Bethune Elem School | 170993000608 | | | X | . | . | . | |
| Bond Elem School | 170993000611 | | | X | . | . | . | |
| Boone Elem School | 170993000612 | | | X | . | . | . | |
| Bradwell Comm Arts & Sci Elem Sch | 170993000614 | | | X | . | . | . | |
| Haley Elem Academy | 170993000615 | | | X | . | . | . | |
| Bridge Elem School | 170993000618 | | | X | . | . | . | |
| Brown, W Elem School | 170993000621 | | | X | . | . | . | |
| Brownell Elem School | 170993000622 | | | X | . | . | . | |
| Bouchet Elem Math & Science Acad | 170993000623 | | | X | . | . | . | |
| Burbank Elem School | 170993000627 | | | X | . | . | . | |
| Burke Elem School | 170993000629 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Castellanos Elem School | 170993000634 | | | X | . | . | . | |
| Burnside Elem Scholastic Academy | 170993000635 | | | X | . | . | . | |
| Brunson Math & Sci Specialty Elem | 170993000638 | | | X | . | . | . | |
| Cameron Elem School | 170993000646 | | | X | . | . | . | |
| Carroll Elem School | 170993000652 | | | X | . | . | . | |
| Carter Elem School | 170993000653 | | | X | . | . | . | |
| Cather Elem School | 170993000656 | | | X | . | . | . | |
| Chalmers Elem Specialty School | 170993000657 | | | X | . | . | . | |
| Chase Elem School | 170993000659 | | | X | . | . | . | |
| Clay Elem School | 170993000661 | | | X | . | . | . | |
| Clinton Elem School | 170993000664 | | | X | . | . | . | |
| Cook Elem School | 170993000672 | | | X | . | . | . | |
| Cooper Elem Dual Language Academy | 170993000676 | | | X | . | . | . | |
| Corkery Elem School | 170993000677 | | | X | . | . | . | |
| Crown Elem Comm Acd Fine Arts Ctr | 170993000678 | | | X | . | . | . | |
| Darwin Elem School | 170993000679 | | | X | . | . | . | |
| Davis, N Elem School | 170993000687 | | | X | . | . | . | |
| Dawes Elem School | 170993000689 | | | X | . | . | . | |
| Delano Elem School | 170993000690 | | | X | . | . | . | |
| Deneen Elem School | 170993000691 | | | X | . | . | . | |
| Disney Elem Magnet School | 170993000709 | | | X | . | . | . | |
| Dulles Elem School | 170993000682 | | | X | . | . | . | |
| Dumas Elem School | 170993000732 | | | X | . | . | . | |
| Dvorak Elem Specialty Academy | 170993000737 | | | X | . | . | . | |
| Earle Elem School | 170993000738 | | | X | . | . | . | |
| Eberhart Elem School | 170993000739 | | | X | . | . | . | |
| Edwards Elem School | 170993000744 | | | X | . | . | . | |
| Ellington Elem School | 170993000748 | | | X | . | . | . | |
| Armstrong, L Elem Math & Sci | 170993000750 | | | X | . | . | . | |
| Emmet Elem School | 170993000751 | | | X | . | . | . | |
| Esmond Elem School | 170993000753 | | | X | . | . | . | |
| Falconer Elem School | 170993000759 | | | X | . | . | . | |
| Faraday Elem School | 170993000762 | | | X | . | . | . | |
| Fermi Elem School | 170993000768 | | | X | . | . | . | |
| Field Elem School | 170993000771 | | | X | . | . | . | |
| Fiske Elem School | 170993000773 | | | X | . | . | . | |
| Fuller Elem School | 170993000778 | | | X | . | . | . | |
| Fulton Elem School | 170993000780 | | | X | . | . | . | |
| Funston Elem School | 170993000781 | | | X | . | . | . | |
| Gale Elem Community Academy | 170993000782 | | | X | . | . | . | |
| Gallistel Elem Language Academy | 170993000783 | | | X | . | . | . | |
| Gary Elem School | 170993000785 | | | X | . | . | . | |
| Woods Elem Math & Science Academy | 170993000786 | | | X | . | . | . | |
| Goldblatt Elem School | 170993000795 | | | X | . | . | . | |
| Gompers Elem Fine Arts Opt School | 170993000796 | | | X | . | . | . | |
| Graham, A Elem School | 170993000800 | | | X | . | . | . | |
| Gray Elem School | 170993000803 | | | X | . | . | . | |
| Greene, N Elem School | 170993000806 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Bronzeville Lighthouse Elem Chrtr | 170993005889 | | | X | . | . | . | |
| Gregory Math & Sci Elem Academy | 170993000807 | | | X | . | . | . | |
| Gresham Elem School | 170993000811 | | | X | . | . | . | |
| Guggenheim Elem School | 170993000814 | | | X | . | . | . | |
| Haines Elem School | 170993000815 | | | X | . | . | . | |
| Gillespie Elem School | 170993000816 | | | X | . | . | . | |
| Hale Elem School | 170993000819 | | | X | . | . | . | |
| Catalyst Elem Charter School | 170993005896 | | | X | . | . | . | |
| Hamline Elem School | 170993000823 | | | X | . | . | . | |
| Hammond Elem School | 170993000824 | | | X | . | . | . | |
| Harvard Elem School | 170993000830 | | | X | . | . | . | |
| Haugan Elem School | 170993000831 | | | X | . | . | . | |
| Hayt Elem School | 170993000834 | | | X | . | . | . | |
| Healy Elem School | 170993000835 | | | X | . | . | . | |
| Hearst Elem School | 170993000836 | | | X | . | . | . | |
| Hedges Elem School | 170993000837 | | | X | . | . | . | |
| Henderson Elem School | 170993000842 | | | X | . | . | . | |
| Henry Elem School | 170993000844 | | | X | . | . | . | |
| Henson Elem School | 170993000845 | | | X | . | . | . | |
| Herbert Elem School | 170993000846 | | | X | . | . | . | |
| Herzl Elem School | 170993000847 | | | X | . | . | . | |
| Hibbard Elem School | 170993000854 | | | X | . | . | . | |
| Hinton Elem School | 170993000856 | | | X | . | . | . | |
| Holden Elem School | 170993000858 | | | X | . | . | . | |
| Holmes Elem School | 170993000861 | | | X | . | . | . | |
| Howe Elem School | 170993000862 | | | X | . | . | . | |
| Hurley Elem School | 170993000866 | | | X | . | . | . | |
| Jenner Elem Academy Of The Arts | 170993000874 | | | X | . | . | . | |
| Pilsen Elem Community Academy | 170993000878 | | | X | . | . | . | |
| Johnson Elem School | 170993000880 | | | X | . | . | . | |
| Jungman Elem School | 170993000881 | | | X | . | . | . | |
| Kershaw Elem School | 170993000883 | | | X | . | . | . | |
| Key Elem School | 170993000885 | | | X | . | . | . | |
| Kilmer Elem School | 170993000886 | | | X | . | . | . | |
| King Elem School | 170993000887 | | | X | . | . | . | |
| Kohn Elem School | 170993000896 | | | X | . | . | . | |
| Lafayette Elem School | 170993000904 | | | X | . | . | . | |
| Lathrop Elem School | 170993000906 | | | X | . | . | . | |
| Lawndale Elem Community Academy | 170993000907 | | | X | . | . | . | |
| Lewis Elem School | 170993000911 | | | X | . | . | . | |
| Libby Elem School | 170993000916 | | | X | . | . | . | |
| Linne Elem School | 170993000919 | | | X | . | . | . | |
| Lloyd Elem School | 170993000926 | | | X | . | . | . | |
| Locke, J Elem School | 170993000927 | | | X | . | . | . | |
| Lovett Elem School | 170993000929 | | | X | . | . | . | |
| Lowell Elem School | 170993000930 | | | X | . | . | . | |
| Lawrence Elem School | 170993000932 | | | X | . | . | . | |
| Madison Elem School | 170993000935 | | | X | . | . | . | |
| Manierre Elem School | 170993000936 | | | X | . | . | . | |
| Mann Elem School | 170993000937 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Marconi Elem Community Academy | 170993000938 | | | X | . | . | . | |
| Marquette Elem School | 170993000940 | | | X | . | . | . | |
| Marsh Elem School | 170993000939 | | | X | . | . | . | |
| Mason Elem School | 170993000944 | | | X | . | . | . | |
| May Elem Community Academy | 170993000948 | | | X | . | . | . | |
| Mayer Elem School | 170993000950 | | | X | . | . | . | |
| McCorkle Elem School | 170993000953 | | | X | . | . | . | |
| McCormick Elem School | 170993000955 | | | X | . | . | . | |
| McKay Elem School | 170993000958 | | | X | . | . | . | |
| McPherson Elem School | 170993000959 | | | X | . | . | . | |
| Medill Elem School | 170993000961 | | | | . | . | . | |
| Melody Elem School | 170993000963 | | | X | . | . | . | |
| Mollison Elem School | 170993000966 | | | X | . | . | . | |
| Monroe Elem School | 170993000968 | | | X | . | . | . | |
| Moos Elem School | 170993000969 | | | X | . | . | . | |
| Morrill Elem Math & Sci School | 170993000970 | | | X | . | . | . | |
| Mount Vernon Elem School | 170993000978 | | | X | . | . | . | |
| Mozart Elem School | 170993000979 | | | X | . | . | . | |
| Nash Elem School | 170993000985 | | | X | . | . | . | |
| Neil Elem School | 170993000987 | | | X | . | . | . | |
| Nightingale Elem School | 170993000992 | | | X | . | . | . | |
| Nixon Elem School | 170993000994 | | | X | . | . | . | |
| Nobel Elem School | 170993000996 | | | X | . | . | . | |
| Oglesby Elem School | 170993001004 | | | X | . | . | . | |
| Okeeffe Elem School | 170993001005 | | | X | . | . | . | |
| Piccolo Elem Specialty School | 170993001011 | | | X | . | . | . | |
| Otoole Elem School | 170993001013 | | | X | . | . | . | |
| Overton Elem School | 170993001014 | | | X | . | . | . | |
| Paderewski Elem Learning Academy | 170993001016 | | | X | . | . | . | |
| Palmer Elem School | 170993001017 | | | X | . | . | . | |
| Parker Elem Community Academy | 170993001019 | | | X | . | . | . | |
| Parkman Elem School | 170993001020 | | | X | . | . | . | |
| Park Manor Elem School | 170993001021 | | | X | . | . | . | |
| Parkside Elem Community Academy | 170993001022 | | | X | . | . | . | |
| Pasteur Elem School | 170993001023 | | | X | . | . | . | |
| Peck Elem School | 170993001025 | | | X | . | . | . | |
| Peirce Elem Intl Studies School | 170993001027 | | | X | . | . | . | |
| Penn Elem School | 170993001028 | | | X | . | . | . | |
| Washington, H Elem School | 170993001031 | | | X | . | . | . | |
| Pickard Elem School | 170993001034 | | | X | . | . | . | |
| Portage Park Elem School | 170993001039 | | | X | . | . | . | |
| Price Lit & Writing Elem School | 170993001042 | | | X | . | . | . | |
| Pulaski Elem Fine Arts Academy | 170993001045 | | | X | . | . | . | |
| Pullman Elem School | 170993001046 | | | X | . | . | . | |
| Ravenswood Elem School | 170993001050 | | | X | . | . | . | |
| Reavis Elem Math & Sci Spec Schl | 170993001052 | | | X | . | . | . | |
| Reed Elem School | 170993001053 | | | X | . | . | . | |
| Reilly Elem School | 170993001054 | | | X | . | . | . | |
| Reinberg Elem School | 170993001055 | | | X | . | . | . | |
| Revere Elem School | 170993001056 | | | X | . | . | . | |
| Ross Elem School | 170993001060 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Ruggles Elem School | 170993001064 | | | X | . | . | . | |
| Ryder Elem Math & Sci Spec School | 170993001065 | | | X | . | . | . | |
| Ryerson Elem School | 170993001066 | | | X | . | . | . | |
| Sawyer Elem School | 170993001068 | | | X | . | . | . | |
| Ashe Elem School | 170993001071 | | | X | . | . | . | |
| Scammon Elem School | 170993001073 | | | X | . | . | . | |
| Songhai Elem Learning Institute | 170993001074 | | | X | . | . | . | |
| Schneider Elem School | 170993001078 | | | X | . | . | . | |
| Schubert Elem School | 170993001079 | | | X | . | . | . | |
| Seward Elem Communication Arts Ac | 170993001080 | | | X | . | . | . | |
| Sexton Elem School | 170993001081 | | | X | . | . | . | |
| Mireles Elem Academy | 170993001084 | | | X | . | . | . | |
| Sherman Elem School | 170993001085 | | | X | . | . | . | |
| Sherwood Elem School | 170993001087 | | | X | . | . | . | |
| Shields Elem School | 170993001092 | | | X | . | . | . | |
| Shoop Math-Sci Tech Elem Academy | 170993001095 | | | X | . | . | . | |
| Smyth, J Elem School | 170993001098 | | | X | . | . | . | |
| Spencer Elem Math & Sci Academy | 170993001101 | | | X | . | . | . | |
| Stagg Elem School | 170993001102 | | | X | . | . | . | |
| Stevenson Elem School | 170993001103 | | | X | . | . | . | |
| Stewart Elem School | 170993001104 | | | X | . | . | . | |
| Spry Elem Community School | 170993001106 | | | X | . | . | . | |
| Stowe Elem School | 170993001109 | | | X | . | . | . | |
| Sullivan Elem School | 170993001116 | | | X | . | . | . | |
| Taylor Elem School | 170993001120 | | | X | . | . | . | |
| Tilton Elem School | 170993001124 | | | X | . | . | . | |
| Tonti Elem School | 170993001127 | | | X | . | . | . | |
| Lavizzo Elem School | 170993001135 | | | X | . | . | . | |
| Volta Elem School | 170993001138 | | | X | . | . | . | |
| Von Humboldt Elem School | 170993001140 | | | X | . | . | . | |
| Wadsworth Elem School | 170993001144 | | | X | . | . | . | |
| Walsh Elem School | 170993001136 | | | X | . | . | . | |
| Waters Elem School | 170993001147 | | | X | . | . | . | |
| Webster Elem School | 170993001148 | | | X | . | . | . | |
| Wentworth Elem School | 170993001150 | | | X | . | . | . | |
| Westcott Elem School | 170993001151 | | | X | . | . | . | |
| West Pullman Elem School | 170993001152 | | | X | . | . | . | |
| Whistler Elem School | 170993001155 | | | X | . | . | . | |
| Whitney Elem School | 170993001157 | | | X | . | . | . | |
| Whittier Elem School | 170993001159 | | | X | . | . | . | |
| Woodson South Elem School | 170993001163 | | | X | . | . | . | |
| Yale Elem School | 170993001164 | | | X | . | . | . | |
| Young Elem School | 170993001171 | | | X | . | . | . | |
| Yates Elem School | 170993001176 | | | X | . | . | . | |
| DePriest Elem School | 170993001177 | | | X | . | . | . | |
| Foster Park Elem School | 170993001186 | | | X | . | . | . | |
| McNair Elem School | 170993001191 | | | X | . | . | . | |
| Hay Elem Community Academy | 170993001193 | | | X | . | . | . | |
| Lee Elem School | 170993001214 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Copernicus Elem School | 170993001217 | | | X | . | . | . | |
| Hanson Park Elem School | 170993000720 | | | X | . | . | . | |
| Till Elem Math & Science Academy | 170993001165 | | | X | . | . | . | |
| Smith W Elem School | 170993000928 | | | X | . | . | . | |
| Bontemps Elem School | 170993000949 | | | X | . | . | . | |
| Cardenas Elem School | 170993001099 | | | X | . | . | . | |
| Powell Elem Paideia Comm Academy | 170993001213 | | | X | . | . | . | |
| Curtis Elem School | 170993000650 | | | X | . | . | . | |
| Metcalfe Elem Community Academy | 170993000675 | | | X | . | . | . | |
| Kanoon Elem Magnet School | 170993000787 | | | X | . | . | . | |
| Randolph Elem School | 170993000769 | | | X | . | . | . | |
| Goodlow Elem Magnet School | 170993000754 | | | X | . | . | . | |
| Ninos Heroes Elem Academic Ctr | 170993001128 | | | X | . | . | . | |
| De Diego Elem Community Academy | 170993000643 | | | X | . | . | . | |
| Saucedo Elem Scholastic Academy | 170993004917 | | | X | . | . | . | |
| Daley Elem Academy | 170993004913 | | | X | . | . | . | |
| Madero Middle School | 170993004915 | | | X | . | . | . | |
| Morton Elem Career Academy | 170993004956 | | | X | . | . | . | |
| Casals Elem School | 170993005303 | | | X | . | . | . | |
| Perez Elem School | 170993005410 | | | X | . | . | . | |
| Ruiz Elem School | 170993005413 | | | X | . | . | . | |
| Roque De Duprey Elem School | 170993005485 | | | X | . | . | . | |
| Brighton Park Elem School | 170993005486 | | | X | . | . | . | |
| Evergreen Academy Elem School | 170993005489 | | | X | . | . | . | |
| Carson Elem School | 170993005546 | | | X | . | . | . | |
| McAuliffe Elem School | 170993005547 | | | X | . | . | . | |
| Galileo Elem Math & Sci Schol Acd | 170993005548 | | | X | . | . | . | |
| Marshall Middle School | 170993000389 | | | X | . | . | . | |
| Chavez Elem Multicultural Acad Ct | 170993000411 | | | X | . | . | . | |
| Jordan Elem Community School | 170993000441 | | | X | . | . | . | |
| Finkl Elem School | 170993001351 | | | X | . | . | . | |
| Little Village Elem School | 170993001608 | | | X | . | . | . | |
| Zapata Elem Academy | 170993001609 | | | X | . | . | . | |
| Ortiz De Dominguez Elem School | 170993001610 | | | X | . | . | . | |
| Lara Elem Academy | 170993001612 | | | X | . | . | . | |
| Telpochcalli Elem School | 170993001613 | | | X | . | . | . | |
| Christopher Elem School | 170993004376 | | | X | . | . | . | |
| West Park Elem Academy | 170993002042 | | | X | . | . | . | |
| Ames Middle School | 170993002618 | | | X | . | . | . | |
| Fairfield Elem Academy | 170993002631 | | | X | . | . | . | |
| Sandoval Elem School | 170993003566 | | | X | . | . | . | |
| Northwest Middle School | 170993003567 | | | X | . | . | . | |
| Hampton Elem Fine & Perf Arts Sch | 170993003995 | | | X | . | . | . | |
| Columbia Explorers Elem Academy | 170993004277 | | | X | . | . | . | |
| Belmont-Cragin Elem School | 170993004720 | | | X | . | . | . | |
| National Teachers Elem Academy | 170993004722 | | | X | . | . | . | |
| Talman Elem School | 170993004726 | | | X | . | . | . | |
| Williams Multiplex Elem School | 170993005685 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|----------------------------------|--------------|------|----|-----|-----------------|-------|-------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| New Field Elem School | 170993005687 | | | X | . | . | . | |
| Durkin Park Elem School | 170993005690 | | | X | . | . | . | |
| Claremont Academy Elem School | 170993005109 | | | X | . | . | . | |
| Doolittle Elem School | 170993005167 | | | X | . | . | . | |
| Tarkington Elem School | 170993005803 | | | X | . | . | . | |
| Kreitner Elem School | 171065001281 | | | X | . | . | . | |
| John Jay Elem School | 171377001727 | | | X | . | . | . | |
| Salt Creek Elem School | 171377001726 | | | X | . | . | . | |
| Everett F Kerr Middle School | 170651000328 | | | X | . | . | . | |
| Nathan Hale Middle School | 170651000334 | | | X | . | . | . | |
| Veterans Memorial Middle Sch | 170651004244 | | | X | . | . | . | |
| Paul Revere Intermediate School | 170651000336 | | | X | . | . | . | |
| Whittier Elementary School | 170651000338 | | | X | . | . | . | |
| Lincoln Elem School | 170651000332 | | | X | . | . | . | |
| Southwood Middle School | 171101001332 | | | X | . | . | . | |
| Zenon J Sykuta School | 171101001334 | | | X | . | . | . | |
| Canterbury Elem School | 171135001357 | | | X | . | . | . | |
| Meade Park Elem School | 171179001391 | | | X | . | . | . | |
| Jefferson Elem School | 171200001451 | | | X | . | . | . | |
| DePue High School | 171209001459 | | X | | 72.7 | 100.0 | 100.0 | |
| DePue Elem School | 171209004603 | | | X | . | . | . | |
| Eisenhower High School | 171185001405 | | X | | 70.7 | 83.5 | 86.4 | |
| Thomas Jefferson Middle School | 171185001413 | | | X | . | . | . | |
| Stephen Decatur Middle School | 171185004100 | | | X | . | . | . | |
| Parsons Accelerated School | 171185001432 | | | X | . | . | . | |
| Riverdale School | 171245001497 | | | X | . | . | . | |
| Washington Elem School | 171245001501 | | | X | . | . | . | |
| Dirksen Middle School | 171242001491 | | | X | . | . | . | |
| Caroline Sibley Elem School | 171242001489 | | | X | . | . | . | |
| Berger-Vandenberg Elem School | 171242001493 | | | X | . | . | . | |
| Carol Moseley Braun School | 171242003924 | | | X | . | . | . | |
| Dongola High School | 171248001502 | | | X | 92.3 | 86.7 | 90.0 | X |
| Dongola Jr High School | 171248004610 | | | X | . | . | . | |
| Willowbrook High School | 171394001738 | | | X | 93.7 | 94.2 | 99.8 | |
| Duquoin Middle School | 171276001531 | | | X | . | . | . | |
| Colin Powell Middle Sch | 173630005774 | | | X | . | . | . | |
| East Alton-Wood River High Sch | 171299001547 | | | X | 72.8 | 86.2 | 79.2 | |
| Stevenson School | 171314003421 | | | X | . | . | . | |
| Apollo Elem School | 171314000063 | | | X | . | . | . | |
| East Peoria High School | 171323001567 | | | X | 84.6 | 78.7 | 80.2 | |
| SIU Charter Sch of East St Louis | 171332003770 | X | | | 78.6 | 53.8 | 58.6 | |
| East St Louis Senior High School | 171332004975 | X | | | 78.2 | 86.6 | 83.5 | |
| Mason/Clark Middle Sch | 171332004977 | | | X | . | . | . | |
| Wyvetter Younge Middle Sch | 171332004980 | | | X | . | . | . | |
| East St Louis-Lincoln Middle Sch | 171332003243 | | | X | . | . | . | |
| Donald McHenry Elementary School | 171332005005 | | | X | . | . | . | |
| Vernice G Neely School | 171332005742 | | | X | . | . | . | |
| Katie Harper-Wright Elem | 171332005849 | | | X | . | . | . | |
| Gordon Bush Elementary | 171332005866 | | | X | . | . | . | |
| Egyptian Sr High School | 171359001657 | | | X | 90.7 | 90.9 | 95.8 | X |
| Eldorado High School | 171366001662 | | X | | 75.2 | 82.6 | 86.7 | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Eldorado Elem School | 171366001661 | | | X | . | . | . | |
| Washington Elem School | 171446001802 | | | X | . | . | . | |
| Evanston Twp High School | 171449001804 | | | X | 88.9 | 91.5 | 87.5 | |
| Fairfield Comm High School | 172618001816 | | | X | 79.5 | 92.5 | 86.5 | |
| Fairmont School | 171476004930 | | | X | . | . | . | |
| Fenton High School | 171503001832 | | | X | 87.3 | 95.3 | 92.3 | |
| Cottage Grove Upper Grade Center | 171095005419 | | | X | . | . | . | |
| Forest Park Middle School | 171545001858 | | | X | . | . | . | |
| Frankfort Intermediate School | 174158004167 | | | X | . | . | . | |
| Gavin South Jr High School | 171629001945 | | | X | . | . | . | |
| Gavin Central School | 171629001943 | | | X | . | . | . | |
| Gen George Patton Elem School | 173090003220 | | | X | . | . | . | |
| Girard Jr/Sr High School | 171674001978 | | | X | 97.6 | 96.7 | 98.1 | |
| Glenbard East High School | 171683001988 | | | X | 88.7 | 90.7 | 89.8 | |
| Prather Elementary School | 171728005016 | | | X | . | . | . | |
| Grant Community High School | 171734002050 | | | X | 89.9 | 95.2 | 89.9 | |
| O Plaine School | 171780002074 | | | X | . | . | . | |
| Hall High School | 171803002082 | | | X | 95.0 | 81.5 | 93.5 | |
| Emge Junior High School | 171422001765 | | | X | . | . | . | |
| Jefferson Elem School | 171842002127 | | | X | . | . | . | |
| Central Elem School | 171842002124 | | | X | . | . | . | |
| Brooks Middle School | 171845002129 | | | X | . | . | . | |
| Lowell-Longfellow Elem School | 171845002134 | | | X | . | . | . | |
| Herrin C U S D 4 Elem School | 171881001624 | | | X | . | . | . | |
| Hillside Elem School | 171923002210 | | | X | . | . | . | |
| Hinsdale South High School | 171932002223 | | | X | 94.2 | 98.8 | 93.4 | |
| J Sterling Morton East High Sch | 172688002871 | | | | 64.3 | 70.3 | 80.4 | X |
| J Sterling Morton West High Sch | 172688002872 | | | X | 76.7 | 77.6 | 78.0 | X |
| Gompers Junior High School | 172058002333 | | | X | . | . | . | |
| Hufford Junior High School | 172058002334 | | | X | . | . | . | |
| Washington Jr High & Academy Prgm | 172058002348 | | | X | . | . | . | |
| M J Cunningham Elem Sch | 172058002325 | | | X | . | . | . | |
| Edna Keith Elem School | 172058002327 | | | X | . | . | . | |
| A O Marshall Elem School | 172058002323 | | | X | . | . | . | |
| Woodland Elem School | 172058002347 | | | X | . | . | . | |
| Lynne Thigpen Elem School | 172058005731 | | | X | . | . | . | |
| Joliet Central High School | 172061002350 | | | X | 70.1 | 75.4 | 70.1 | |
| Joliet West High School | 172061002352 | | | X | 84.6 | 86.4 | 83.2 | |
| Kankakee High School | 172076002362 | | X | | 76.2 | 68.3 | 66.5 | |
| Kankakee Junior High School | 172076005023 | | | X | . | . | . | |
| John Kennedy Middle Grade School | 172076005569 | | | X | . | . | . | |
| King Middle Grade School | 172076002366 | | | X | . | . | . | |
| Spring Wood Middle School | 172088002375 | | | X | . | . | . | |
| Greenbrook Elem School | 172088004682 | | | X | . | . | . | |
| La Salle-Peru Twp High School | 172211002481 | | | X | 88.8 | 85.3 | 90.6 | |
| Lake Park High School | 172184002454 | | | X | 94.3 | 89.8 | 97.9 | |
| East Leyden High School | 172274002520 | | | X | 80.9 | 86.1 | 88.9 | |
| West Leyden High School | 172274002522 | | | X | 84.6 | 90.2 | 83.6 | |
| Limestone Community High School | 172295002535 | | | X | 94.0 | 93.3 | 94.7 | |
| Washington Middle School | 172385002600 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|----------------------------------|--------------|------|----|-----|-----------------|-------|------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Madison Senior High School | 172397002622 | X | | | 95.1 | 80.8 | 79.2 | |
| Harris Elem School | 172397002619 | | | X | . | . | . | |
| Bernard Long Elem School | 172397002617 | | | X | . | . | . | |
| Madison Middle School | 172397002621 | | | X | . | . | . | |
| Maine East High School | 172409005030 | | | X | 88.1 | 89.4 | 89.3 | |
| Mannheim Middle School | 172433002642 | | | X | . | . | . | |
| Roy Elem School | 172433002643 | | | X | . | . | . | |
| Marengo High School | 172457002661 | | | X | 91.3 | 96.7 | 95.8 | |
| Marquardt Middle School | 172478002688 | | | X | . | . | . | |
| Garfield Elem School | 172511002738 | | | X | . | . | . | |
| Irving Elem School | 172511002739 | | | X | . | . | . | |
| Lexington Elem School | 172511002741 | | | X | . | . | . | |
| Lincoln Elem School | 172511002742 | | | X | . | . | . | |
| Melrose Park Elem School | 172511002743 | | | X | . | . | . | |
| Stevenson Elem School | 172511002745 | | | X | . | . | . | |
| Riverwood Elementary School | 172529005434 | | | X | . | . | . | |
| Pepper Ridge Elementary School | 172862000765 | | | X | . | . | . | |
| Mendota Twp High School | 172565002775 | | | X | 81.1 | 82.7 | 87.5 | |
| Meridian High School | 172697002873 | | | X | 100.0 | 85.2 | 85.2 | X |
| Meridian Elementary School | 172697002874 | | | X | . | . | . | |
| Central Park Elem School | 172592002785 | | | X | . | . | . | |
| Morris Community High School | 172664002851 | | | X | 92.4 | 94.2 | 92.1 | |
| J L Buford Intermediate Ed Ctr | 172734002902 | | | X | . | . | . | |
| Mt Vernon Dist 80 Primary Center | 172734004392 | | | X | . | . | . | |
| Mount Vernon High School | 172736002904 | | | X | 74.9 | 79.2 | 83.8 | |
| Mundelein Cons High School | 172757002919 | | | X | 95.1 | 91.0 | 88.1 | |
| Murphysboro High School | 172761002925 | | | X | 95.8 | 89.2 | 86.7 | |
| Murphysboro Middle School | 172761002926 | | | X | . | . | . | |
| Niles North High School | 172853002986 | | | X | 93.0 | 94.5 | 93.1 | |
| North Chicago Community High Sch | 170011005370 | | | X | 47.8 | 73.9 | 79.1 | X |
| Neal Math Science Academy | 170011004813 | | | X | . | . | . | |
| Marjorie P Hart Elem School | 170011005371 | | | X | . | . | . | |
| Greenbay Elem School | 170011005373 | | | X | . | . | . | |
| A J Katzenmaier Elem School | 170011004814 | | | X | . | . | . | |
| North Elementary School | 170011004815 | | | X | . | . | . | |
| Oak Terrace Elem School | 170011902199 | | | X | . | . | . | |
| Glenbrook South High School | 172901003043 | | | X | 98.1 | 99.6 | 99.0 | |
| O Fallon High School | 172979003090 | | | X | 93.2 | 100.0 | 91.1 | |
| Oak Lawn Comm High School | 172922003059 | | | X | 98.6 | 93.3 | 91.6 | |
| Oak Park & River Forest High Sch | 172928003070 | | | X | 91.7 | 94.3 | 91.2 | |
| Oakwood Grade School | 171080001316 | | | X | . | . | . | |
| Oblong Elem School | 172942003074 | | | X | . | . | . | |
| Ottawa Township High School | 173033003141 | | | X | 92.1 | 91.0 | 91.6 | |
| Jane Addams Elem School | 173042003146 | | | X | . | . | . | |
| Virginia Lake Elem School | 173042003156 | | | X | . | . | . | |
| Paris High School | 173075003197 | | | X | 88.2 | 83.7 | 90.2 | |
| Patoka Sr High School | 173087003219 | | X | | 82.6 | 91.3 | 90.0 | |
| Pekin Community High School | 173111003245 | | | X | 87.6 | 84.3 | 80.1 | |
| Broadmoor Junior High School | 173108003230 | | | X | . | . | . | |
| Peoria Heights Grade School | 173127004474 | | | X | . | . | . | |
| Manual High School | 173123003274 | | | X | 83.0 | 73.7 | 79.4 | X |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|----------------------------------|--------------|------|----|-----|-----------------|------|-------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Peoria High School | 173123003278 | | X | | 89.2 | 77.9 | 79.5 | |
| Woodruff High School | 173123003295 | | X | | 88.2 | 78.9 | 91.7 | |
| Sterling Middle School | 173123005325 | | | X | . | . | . | |
| Columbia Middle School | 173123005330 | | | X | . | . | . | |
| Trewyn Middle School | 173123005335 | | | X | . | . | . | |
| Lincoln Middle School | 173123000960 | | | X | . | . | . | |
| Tyng Primary School | 173123003288 | | | X | . | . | . | |
| Garfield Primary School | 173123003260 | | | X | . | . | . | |
| Glen Oak Primary School | 173123003262 | | | X | . | . | . | |
| Harrison Primary School | 173123003265 | | | X | . | . | . | |
| Irving Primary School | 173123003268 | | | X | . | . | . | |
| Kingman Primary School | 173123003270 | | | X | . | . | . | |
| Pikeland Community School | 173171005518 | | | X | . | . | . | |
| Pontiac High School | 173222003369 | | | X | 93.9 | 97.2 | 92.6 | |
| Kellar School | 173237001286 | | | X | . | . | . | |
| Posen Elem School | 173237003376 | | | X | . | . | . | |
| Prairie-Hills Junior High School | 172472002673 | | | X | . | . | . | |
| Princeton High School | 173270003392 | | | X | 97.8 | 98.6 | 92.1 | |
| Proviso East High School | 173291003406 | | | X | 89.0 | 84.9 | 88.3 | X |
| Proviso West High School | 173291003407 | | | X | 73.8 | 77.5 | 100.0 | X |
| Glenside Middle School | 173297003415 | | | X | . | . | . | |
| Ramsey Elem School | 173309003434 | | | X | . | . | . | |
| Broadmeadow Elem School | 173321003439 | | | X | . | . | . | |
| Reavis High School | 173327003446 | | | X | 81.5 | 85.6 | 85.4 | |
| Rhodes Elem School | 173339003457 | | | X | . | . | . | |
| Rich East Campus High School | 173342003459 | | | X | 91.1 | 90.2 | 90.5 | |
| Rich Central Campus High School | 173342003458 | | | X | 90.1 | 91.7 | 90.1 | |
| Rich South Campus High School | 173342003460 | | | X | 90.7 | 93.9 | 95.5 | X |
| Ridgewood Comm High School | 173372003469 | | | X | 94.3 | 95.6 | 100.0 | |
| Lincoln Elem School | 173426003512 | | | X | . | . | . | |
| Rochelle Twp High School | 173429003516 | | | X | 85.4 | 80.2 | 87.9 | |
| Rock Falls Township High School | 173438003525 | | | X | 85.0 | 90.9 | 91.3 | |
| Edison Jr High School | 173441003538 | | | X | . | . | . | |
| Washington Jr High School | 173441003529 | | | X | . | . | . | |
| Earl H Hanson Elem School | 173441003527 | | | X | . | . | . | |
| R I Primary Academy | 173441003532 | | | X | . | . | . | |
| Rockford East High School | 173451003600 | | X | | 68.5 | 61.3 | 56.0 | |
| Jefferson High School | 173451003585 | | X | | 70.4 | 64.1 | 66.0 | |
| Abraham Lincoln Middle School | 173451003558 | | | X | . | . | . | |
| Kennedy Middle School | 173451003394 | | | X | . | . | . | |
| Barbour Two-Way Lang Immersion | 173451003607 | | | X | . | . | . | |
| Beyer Elem School | 173451003611 | | | X | . | . | . | |
| Conklin Elem School | 173451003561 | | | X | . | . | . | |
| Ellis Arts Academy | 173451003563 | | | X | . | . | . | |
| Swan Hillman Elem School | 173451003576 | | | X | . | . | . | |
| Jackson Elem School | 173451003578 | | | X | . | . | . | |
| Kishwaukee Elem School | 173451003580 | | | X | . | . | . | |
| Julia Lathrop Elem School | 173451003574 | | | X | . | . | . | |
| McIntosh Science and Tech Magnet | 173451003581 | | | X | . | . | . | |
| Wm Nashold Elem School | 173451003582 | | | X | . | . | . | |
| John Nelson Elem School | 173451003606 | | | X | . | . | . | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|-----------------------------------|--------------|------|----|-----|-----------------|------|-------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| Riverdahl Elem School | 173451005531 | | | X | . | . | . | |
| Stiles Investigative Lrning Magnt | 173451003586 | | | X | . | . | . | |
| Summerdale Elem School | 173451003591 | | | X | . | . | . | |
| Walker Elem School | 173451003596 | | | X | . | . | . | |
| West View Elem School | 173451003602 | | | X | . | . | . | |
| Whitehead Elem School | 173451003603 | | | X | . | . | . | |
| Marsh Elementary School | 173451005532 | | | X | . | . | . | |
| Lewis Lemon Elementary | 173451000240 | | | X | . | . | . | |
| Rockford Envrnmntl Science Acad | 173451003397 | | | X | . | . | . | |
| Raymond Ellis Elem School | 173499003666 | | | X | . | . | . | |
| Indian Hill Elem School | 173499003664 | | | X | . | . | . | |
| Round Lake Beach Elem School | 173499003667 | | | X | . | . | . | |
| Roxana Junior High School | 173501003671 | | | X | . | . | . | |
| North Elem School | 174035004055 | | | X | . | . | . | |
| Schafer Elem School | 174035004059 | | | X | . | . | . | |
| Channing Memorial Elem School | 171371001668 | | | X | . | . | . | |
| Garfield Elem School | 171371001671 | | | X | . | . | . | |
| Highland Elem School | 171371001680 | | | X | . | . | . | |
| Hillcrest Elem School | 171371001683 | | | X | . | . | . | |
| Huff Elem School | 171371001684 | | | X | . | . | . | |
| Laurel Hill Elem School | 171371001687 | | | X | . | . | . | |
| Parkwood Elem School | 171371001698 | | | X | . | . | . | |
| Sheridan Elem School | 171371001700 | | | X | . | . | . | |
| Washington Elem School | 171371001704 | | | X | . | . | . | |
| Lords Park Elem School | 171371001685 | | | X | . | . | . | |
| Salem Community High School | 173519003681 | | | X | 88.9 | 86.3 | 84.0 | |
| Sandoval Sr High School | 173531003689 | | X | | 75.6 | 81.0 | 84.1 | |
| Bluffs High School | 170660000348 | | X | | 94.1 | 93.8 | 100.0 | |
| Madison Elem School | 173648003761 | | | X | . | . | . | |
| South Central Middle School | 170011405392 | | | X | . | . | . | |
| Coolidge Middle School | 173675003780 | | | X | . | . | . | |
| Madison School | 173675003782 | | | X | . | . | . | |
| Sparta High School | 173690003804 | | | X | 84.4 | 89.1 | 82.2 | |
| Lanphier High School | 173708003829 | | X | | 85.1 | 86.9 | 89.7 | |
| Washington Middle School | 173708003844 | | | X | . | . | . | |
| Black Hawk Elem School | 173708003815 | | | X | . | . | . | |
| Enos Elem School | 173708003819 | | | X | . | . | . | |
| McClernand Elem School | 173708003832 | | | X | . | . | . | |
| Feitshans Academy | 173708005203 | | | X | . | . | . | |
| Harvard Park Elem School | 173708005291 | | | X | . | . | . | |
| Edwin A Lee Elementary School | 173708005593 | | | X | . | . | . | |
| St Anne Comm High School | 173714003850 | | | X | 79.7 | 77.4 | 75.6 | X |
| Richmond Elem School | 173717003857 | | | X | . | . | . | |
| Streator Twp High School | 173810003903 | | | X | 100.0 | 79.6 | 99.6 | |
| Otis P Graves Elem School | 170405000091 | | | X | . | . | . | |
| Heritage Middle School | 173837005543 | | | X | . | . | . | |
| Thornton Fractnl No High School | 173894003952 | | | X | 77.2 | 75.6 | 93.1 | X |
| Thornton Township High School | 173897003955 | | | X | 74.1 | 80.3 | 80.2 | X |
| Thornridge High School | 173897003954 | | | X | 81.3 | 81.4 | 92.0 | X |
| Thornwood High School | 173897003956 | | | X | 82.1 | 83.8 | 86.9 | X |
| Highland Park High School | 171908002194 | | | X | 95.4 | 95.4 | 93.0 | |

List of Tier I, Tier II, and Tier III Schools

| School Name | NCES_ID_schl | Tier | | | Graduation Rate | | | Newly Tier II |
|---------------------------------|--------------|------|----|-----|-----------------|-------|-------|---------------|
| | | I | II | III | 2007 | 2008 | 2009 | |
| United Twp High School | 173987004008 | | | X | 81.0 | 80.8 | 81.5 | |
| Hubert H Humphrey Middle School | 174007004027 | | | X | . | . | . | |
| Irene King Elem School | 174007004029 | | | X | . | . | . | |
| Bernard J Ward Elem School | 174007005751 | | | X | . | . | . | |
| John R Tibbott Elem School | 174007004026 | | | X | . | . | . | |
| Vandalia Junior High School | 174014004045 | | | X | . | . | . | |
| Vandalia Elementary School | 174014004629 | | | X | . | . | . | |
| Venice Elem School | 174020004047 | | | X | . | . | . | |
| Vienna High School | 174029004050 | | | X | 98.6 | 98.9 | 100.0 | |
| Rosa L Parks Middle School | 171848005018 | | | X | . | . | . | |
| Lincoln Elem School | 171848002139 | | | X | . | . | . | |
| North Intermediate Ctr of Educ | 174047004373 | | | X | . | . | . | |
| Warren Township High School | 174080004097 | | | X | 96.4 | 100.0 | 95.5 | |
| Wauconda Grade School | 174119004120 | | | X | . | . | . | |
| Waukegan High School | 174125004141 | | X | | 69.6 | 66.8 | 71.4 | |
| Jack Benny Middle School | 174125004131 | | | X | . | . | . | |
| Thomas Jefferson Middle School | 174125004138 | | | X | . | . | . | |
| Daniel Webster Middle School | 174125004124 | | | X | . | . | . | |
| Robert E Abbott Middle School | 174125000206 | | | X | . | . | . | |
| Miguel Juarez Middle School | 174125001753 | | | X | . | . | . | |
| Carman-Buckner Elem School | 174125004125 | | | X | . | . | . | |
| Clearview Elem School | 174125004123 | | | X | . | . | . | |
| Glen Flora Elem School | 174125004126 | | | X | . | . | . | |
| Hyde Park Elem School | 174125004130 | | | X | . | . | . | |
| Little Fort Elem School | 174125004134 | | | X | . | . | . | |
| Lyon Magnet Elementary School | 174125004135 | | | X | . | . | . | |
| North Elem School | 174125004136 | | | X | . | . | . | |
| Oakdale Elem School | 174125004137 | | | X | . | . | . | |
| Webber Twp High School | 174137004152 | | | X | 100.0 | 100.0 | 100.0 | |
| Gary Elementary School | 174155004159 | | | X | . | . | . | |
| Pioneer Elem School | 174155004162 | | | X | . | . | . | |
| Turner Elem School | 174155004163 | | | X | . | . | . | |
| Currier Elementary School | 174155000775 | | | X | . | . | . | |
| Mary Endres Elementary School | 174333003178 | | | X | . | . | . | |
| Zeigler-Royalton High School | 174380004349 | | | X | 90.9 | 91.7 | 90.7 | |
| Central Jr High School | 174386004351 | | | X | . | . | . | |
| Elmwood Elem School | 174386004353 | | | X | . | . | . | |
| Zion-Benton Twnshp Hi Sch | 174389004357 | | | X | 79.0 | 79.8 | 77.6 | |

Appendix B

School Improvement Grants Request for Proposals



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

May 2010

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): FY 2011 School Improvement Grant - Section 1003(g) School Improvement Grants under Section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA SIG) and School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA SIG)

General Information

Eligible Applicants: Local educational agencies (LEA) that receive Title I, Part A funds **and** have one or more Tier I and/or Tier II schools as described below are eligible to apply. An eligible school district may apply for a SIG on behalf of one or more qualifying schools.

While Tier III schools are eligible for participation in SIG under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), they are not eligible at this time, under this RFP, so that priority for funding is given to Tier I and Tier II schools. Should additional funding become available for future competitions, this RFP will be re-released with priority consideration reserved for LEAs that receive Title I, Part A funds and have one or more Tier III schools.

A Tier I school:

- Is a Title I school in federal improvement, corrective action, or restructuring that:
 - Is within the lowest achieving 5% of Title I schools in the state in improvement, corrective action, or restructuring based on a three (3) year average (i.e., from 2007-2009) performance of the "All" student groups' category for the percent meeting/exceeding standards in reading and math combined (i.e., 15.8% or less); **and**
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school that:
 - Has an average graduation rate as reported in the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2007-2009); **and**
 - Demonstrates lack of progress.

A Tier II school:

- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:
 - Is within the lowest achieving 5% of secondary schools in the state that are eligible for, but do not receive Title I funds, based on the three (3) year average (i.e., from 2007-2009) performance of the “*All*” *student groups*’ category for the percent meeting/exceeding standards in reading and math combined (i.e., 35.2% or less); and
 - Demonstrates lack of progress; **or**
- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:
 - Has an average graduation rate, as reported in the Illinois Interactive Report Card, of less than 60% over each of the last three (3) years (i.e., from 2007-2009); and
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school in federal improvement, corrective action, or restructuring that does not qualify as Tier I that:
 - Is no higher achieving than other Tier II schools (i.e., 35.2% or less), based on the three (3) year average (i.e., from 2007-2009) performance of the “*All*” *student groups*’ category for the percent meeting/exceeding standards in reading and math combined; and
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school in federal improvement, corrective action, or restructuring that does not qualify as Tier I that:
 - Has an average graduation rate, as reported in the Illinois Interactive Report Card, of less than 60% over the last three (3) years (i.e., from 2007-2009); and
 - Demonstrates lack of progress.

Definitions: The following definitions are provided to assist with the understanding of eligibility criteria and related terms.

Persistently lowest achieving schools describes the lowest achieving 5% of schools in the state based on the three (3) year average of the “*All*” *student groups*’ category for the percent meeting/exceeding standards in reading and math combined and demonstrate a lack of progress.

Lack of Progress is determined by a comparison of the average performance and the 2009 “*All*” *student groups* in reading and math. When the 2009 “*All*” *student groups*’ category reflects a lower percentage than the average performance, a lack of progress is demonstrated.

Secondary School is defined in Section 22-22 of the School Code (105 ILCS 5/22-22) as an attendance center serving students in any combination of grades 9 through 12 (although it may also have students enrolled in grades below grade 9).

Pursuant to the [Guidance on School Improvement Grants Under Section 1003\(q\) of the Elementary and Secondary Education Act of 1965 \(ESEA\)](#), the Illinois State Board of Education (ISBE) has generated eligibility lists respective of Tiers to include the districts and their schools that meet at least one of the Tier I or Tier II criteria strands described above. These eligibility lists are posted at www.isbe.state.il.us/SFSF/default.htm.

Officials from school districts that are not included on the eligibility lists, but believe they qualify with one or more Tier I and/or Tier II schools, should contact ISBE in writing at the e-mail address provided in the *Contact Person* section of this RFP.

Grant Award: Annual grant awards to LEAs will range from not less than \$50,000 to \$2 million per participating Tier I and Tier II schools, subject to available funds. Actual allocations will be based on the intervention model chosen and state education agency (SEA) guidelines. It is anticipated that grants will be available for two additional one-year continuation periods, except in the case of school closure. The total amount of funding available is \$137 million.

Payment under this grant is subject to receipt of funds from the U.S. Department of Education (ED) to ISBE. Furthermore, payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly for the program. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program. This grant is funded partially by 1003(g) ARRA funds. Submission of an application for this grant is an acknowledgement of all reporting requirements pursuant to the American Recovery and Reinvestment Act of 2009, section 1512.

Grant Periods: The grant period will begin no sooner than July 1, 2010 and will extend from the execution date of the grant agreement until June 30, 2011 (FY 2011). Two continuation periods are anticipated—July 1, 2011 to June 30, 2012 (FY 2012) and July 1, 2012 to June 30, 2013 (FY 2013). Funding in the subsequent two continuation periods will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the original proposal and three copies to the address below to ensure receipt no later than **June 14, 2010**.

School Improvement Grants
Illinois State Board of Education
Division of Innovation and Improvement, N-242
100 North First Street
Springfield, Illinois 62777-0001

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Webinars: ISBE staff has scheduled three different webinars as described below to support applicants with the completion of their proposals.

1. **Needs Assessment Webinar:** Interested applicants are invited to join an informational webinar related to the LEA Needs Assessment on **Monday, May 10, 2010** at **1:00 p.m.** Registration information is available at <https://www1.gotomeeting.com/register/918876984>. Applicants are not required to participate in the webinar in order to submit a proposal.
2. **Bidders' Webinar:** Interested applicants are invited to join an informational webinar related to specific proposal requirements on **Tuesday, May 11, 2010** at **1:30 p.m.** Registration information is available at <https://www1.gotomeeting.com/register/753857248>. Bidders are not required to participate in the webinar in order to submit a proposal.
3. **SIG 1003(g) RFP Technical Assistance Webinar:** Interested applicants are invited to join an informational webinar related to specific program requirements. ISBE staff will respond to frequently asked questions and provide additional technical assistance to help applicants complete their proposals on **Monday, May 24, 2010** at **1:00 p.m.** Registration information is available at <https://www1.gotomeeting.com/register/637230089>. Bidders are not required to participate in the webinar in order to submit a proposal.

All questions and answers from the webinar will be posted to http://www.isbe.net/sos/htmls/sip_1003.htm and will remain available until the proposal due date. Applicants are advised to access this information before submitting a proposal.

Additional Information and Changes to the RFP: All questions and answers will be posted to http://www.isbe.net/sos/htmls/sip_1003.htm and will remain available until the proposal due date. Should changes to the RFP be made prior to the deadline, ISBE will post those changes to http://www.isbe.net/sos/htmls/sip_1003.htm. Applicants are advised to check the site before submitting a proposal.

Contact Person: For more information on school improvement grants, contact Marci Johnson at 217-524-4832 or marjohns@isbe.net.

Background and Program Specifications

School Improvement Grants, as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), are made available from ED to state education agencies (SEAs) to provide subgrants to local education agencies (LEAs) for use in Title I schools and Title I eligible secondary schools identified for improvement, corrective action, or restructuring. In awarding such grants, ISBE will give priority consideration to those LEAs that demonstrate the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended by the interim final requirements published in the [Federal Register](#) in January 2010, school improvement funds are to be focused on Tier I and Tier II schools as defined in the *Eligible Applicants* section of this RFP.

The American Recovery and Reinvestment Act CFDA (Code of Federal Domestic Assistance) number for the ARRA SIG is #84.388A, and the Award Number is S388A090014. The School Improvement Grant 1003(g) CFDA number for the ESEA SIG is 84.377A, and the award number is S377A090014. Please note that grants funded under 84.388A are funds made available through the ARRA and thus will be subject to additional reporting requirements.

Please Note: ISBE does not expect to have sufficient funds for all Tier I and II schools that are eligible, and therefore, will only send out applications for Tier III after eligible Tier I and II schools are funded.

The purpose of the grant is to assist the state's lowest performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. For each of the Tier I and Tier II schools included in the proposal, the LEA must utilize one of four approved school intervention models identified below. Further explanation and details about each model are provided in Appendix A.

1. Turnaround Model
2. Restart Model
3. School Closure
4. Transformation Model

Lead and Supporting Partners

LEAs that are awarded SIGs will be required to work with an external Lead Partner to implement selected intervention models. The State Superintendent has selected, through the procurement process, a number of organizations with demonstrated records of success in supporting academically underperforming schools. In effect, these selected organizations are referred to as *Lead* and *Supporting Partners*, and are pre-qualified to subcontract and work with LEAs and schools receiving SIGs.

Lead and Supporting Partners are organizations that have served as national and state leaders in school improvement efforts. Lead Partners have been selected to lead and oversee the implementation of the school intervention models whereas Supporting Partners have been selected to assist LEAs with the implementation of district-wide human capital efforts and capacity-building strategies. Ultimately, the Supporting Partners will support the school-level work of Lead Partners. The Illinois Approved Lead and Supporting Partner lists are located in Appendices B & C respectively.

Lead and Supporting Partners are directly available to LEAs and must be accessed through contractual services executed between the school district and the chosen Partner. In some instances, ISBE may contract with approved Partners and broker services directly to LEAs.

LEAs are encouraged to partner with an organization listed on the Illinois Approved Provider List found at <http://www.isbe.net/apl/default.htm>. For those LEAs, however, desiring to use a provider not included on the Illinois Approved Provider List, pre-approval must be obtained from ISBE. A request for approval must be submitted to ISBE prior to the execution of a subcontract funded with SIG funds and must describe how the LEA recruited, screened, and selected the provider. The proposed provider will be required to submit an application to ISBE in which they will be asked to detail their experiences and record of success in supporting academically underperforming schools.

LEAs and Partners are expected to share accountability for the success of selected intervention models in substantially raising student achievement and enabling participating schools to make AYP and exit improvement status. To that end, it is expected that LEAs maintain the authority to terminate subcontracts with partners when identified benchmarks are not being achieved, and specified outcomes are not accomplished. Proposals must include timelines and details of the LEA's plan for the eventual phase-out of Lead and Supporting Partner services. This information must be included in the *Sustainability Plan* (Attachment 10) sections of the proposal.

All LEAs, Lead Partners, and Supporting Partners will be required to participate in data collection, evaluation, and reporting activities specified by ISBE so that successful strategies can be determined and shared throughout the State. In addition, ISBE's procurement for Lead and Supporting Partners focused on the establishment of an outcomes-based measurement model and corresponding metrics for evaluating success by schools, districts, and partners.

Waivers

ISBE has been approved by ED to extend the following waivers to SIG recipients (see Attachment 18).

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a Turnaround or Restart model to “start over” in the school improvement status timeline;
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold; and

Reporting and Evaluation

LEAs awarded a SIG must participate in all evaluation and reporting activities conducted by ED and ISBE which include, but are not limited to:

- Participate fully in on-site reviews conducted by ISBE;
- Participate in designated school improvement activities and technical assistance offered by ISBE;
- Update annual improvement goals;
- Submit a revised budget and annual budget summary;
- Submit quarterly expenditure reports; and
- Submit annual continuation application.

Monitoring

ISBE will monitor each grantee to ensure effective implementation of the proposed activities of the selected school intervention models. The student achievement goals identified under the Improvement Goals section of this RFP and the nine (9) leading indicators identified above will serve as the basis for all monitoring activities.

Fiscal Information

Funding for SIG is made available from section 1003(g) of Title I of the ESEA and from section 1003(g) of ARRA. The total amount of SIG funding available to LEAs under this RFP is approximately \$137 million. Individual grant awards to LEAs will range from not less than \$50,000 to not more than \$2 million annually, per participating Tier I and Tier II schools. The amount of funding requested by the LEA must be commensurate to its capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. Annual funding requests must be of sufficient size and scope to implement the selected school intervention models. The total annual LEA funding request, however, may not exceed the number of participating Tier I and Tier II schools multiplied by \$2 million.

ISBE will determine if the amount requested by the LEA is appropriate based on information provided in the proposal evidencing the LEA's capacity to serve participating schools, selected school intervention models, schools being served, and other criteria identified in this RFP. Further information about the criteria for review and approval of proposals is included in the *Criteria for Review and Approval of Proposal* section of this document.

Grant funds are projected to be available for three (3) grant periods including FY 2011, FY 2012, and FY 2013. LEA's must ensure that funds are spent by June 30th of each year of the award. Carryover of funds into the next year of the grant is not permissible. After the initial award, grantees may apply for two additional, one-year periods of funding subject to sufficient federal funding for the program, progress toward meeting defined school goals, progress toward leading indicators, and effective implementation of selected intervention models.

The LEA must propose budgets for district-level activities as well as school-level activities. Further, LEAs must propose a separate budget for each participating Tier I and Tier II school for each year of the grant (i.e., FYs 2011, 2012, and 2013). Applicants must use the budget forms provided in Attachments 15 and 16 to submit proposed budgets. Budget forms are titled according to these criteria. Applicants are advised to identify appropriate budget forms and prepare accordingly. Budgets must indicate the amount of SIG funds the LEA will use to:

1. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
2. Implement the selected model in each Tier I and Tier II school it commits to serve.

Use of Funds

The LEA must use ARRA SIG and ESEA SIG funds only for school improvement activities. Funds must be used to supplement the amount of non-federal funds that, in the absence of the Title I monies, would otherwise be made available to participating Tier I and Tier II schools. Therefore, SIG funds **cannot supplant non-federal funds or be used to replace existing services**. The LEA must also ensure that all of its Title I schools are comparable to its non-Title I schools in accordance with section [1120A\(c\) of the ESEA](#).

SIG funds **may not** be used for the following activities:

- Proposal preparation costs;
- Out-of-state travel for staff;
- Food purchases;
- Incentives of non-educational value (e.g., trinkets, cash, etc.);
- Promotional or marketing items;
- Field trips that are recreational in nature (Field trips without academic support will be considered entertainment and will not be funded);
- Motivational speakers;
- Capital improvements such as facility construction, remodeling, or renovations;
- Indirect costs; and
- Any expenditure that occurred prior to the execution of a grant agreement under this RFP.

SIG 1003(g) funds must be tracked and reported separately from the Title I, Part A funds and the ARRA Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as is used for the Title I Basic grant award or Section 1003(a) School Improvement Grant.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent specifically on implementation of one of the intervention models (see Attachments 19 and 20).

Overview of Proposal Requirements

The purpose of this section is to provide an overview of the major program components required under this RFP. The *LEA Proposal Narrative Requirements* section and the *School Proposal Narrative Requirements* section, immediately following the overview, provide specific instructions on the information that must be submitted to demonstrate fidelity to the program requirements.

Schools to be Served

The LEA must identify each Tier I and Tier II school the LEA has the capacity to serve and identify the school intervention model that the LEA commits to use in each Tier I and Tier II school. An LEA that has nine (9) or more Tier I and Tier II schools may not implement the Transformation Model in more than 50 percent of those schools (see Attachment 3). Applicants are required to provide an identification number for each participating school. School NCES ID numbers can be accessed at the National Center for Education Statistics website at <http://nces.ed.gov/ccd/schoolsearch>. The School NCES ID numbers are also listed on the Innovation and Improvement School Improvement Grant website at http://www.isbe.net/sos/htmls/sip_1003.htm.

LEA Needs Assessment

For each Tier I and Tier II school the LEA commits to serve, it must demonstrate that it has analyzed the needs of each school and selected one of the four approved intervention models for each school based on the analysis. In an effort to assist the LEA with the analysis, a Needs Assessment tool is provided (see Attachment 2). The LEA must submit Part I of the completed Needs Assessment with its proposal.

LEA Proposal Narrative

The LEA must include the following information in its proposal to be considered for a SIG. More explicit directions for preparing the LEA Proposal Narrative are provided in the *LEA Proposal Narrative Requirements* section of this RFP.

1. **Overview and Rationale:** Applicants must provide a detailed explanation of how the LEA analyzed the needs of each Tier I and Tier II school and used the Needs Assessment to select a school intervention model.

Additionally, the LEA must explain its capacity to use school improvement funds to provide adequate resources and related supports to each Tier I and Tier II school identified in the proposal in order to implement fully and effectively, the required activities of the school intervention model it has selected. If the LEA is not applying to serve each Tier I school, explain why the LEA lacks capacity to serve each Tier I school.

2. **Proposed Activities:** Applicants must describe the actions the LEA has taken, or will take, to implement a school intervention model for each participating Tier I and Tier II school. Activities must be consistent with the final requirements outlined by ED and ISBE. The following resources are provided to assist applicants to fulfill the requirements of SIG:
 - [Guidance on School Improvement Grants Under Section 1003\(g\) of the Elementary and Secondary Education Act of 1965 \(ESEA\)](#).
 - [Federal Register](#), Vol. 75, No. 13/Thursday, January 21, 2010.
 - Appendix A for an explanation and details of each intervention model.

Additionally the LEA must describe how it will modify its practices or policies, if necessary, to enable it to implement the selected interventions fully and effectively.

3. **Level of Commitment:** Applicants must describe the LEA's level of commitment by explaining the process used to consult with critical stakeholders, including local school board members, teachers' union

representatives, school staff, and partnering organizations, regarding the proposal and the implementation of a school intervention model in each of the participating Tier I and Tier II schools.

School Proposal Narrative

An LEA must include the following information in its proposal for **each participating Tier I and Tier II school**. More explicit directions for preparing the School Proposal Narrative are provided in the *School Proposal Narrative Requirements* section of this RFP.

1. **Narrative and Overview**: Using school-level performance indicators, applicants must explain how the analysis of current data informed the selection of an intervention model for each participating school.
2. **Proposed Activities**: Applicants must describe the proposed activities for the intervention model selected for the school, detailing specific information about data driven decision making, curriculum, instruction, assessment, and job-embedded professional development for each school the LEA seeks to fund.

Lead and Support Partners

The LEA must screen and select one Lead Partner from the Illinois Approved Provider List (see Appendix B) and describe the selection process. To assist with the screening process, ISBE is providing online access to the competitive proposals submitted by those entities selected as approved Lead Partners. The proposals include detailed descriptions of activities and services available from each Partner and can be reviewed at <http://www.isbe.net/apl/default.htm>. For those LEAs desiring to use a provider not included on the Illinois Approved Provider List, pre-approval must be obtained from ISBE prior to the execution of a subcontract. A request for approval must be submitted to ISBE and must describe how the LEA recruited, screened, and selected the provider and give a detailed description of the services the partner will provide.

Where applicable, letter(s) of commitment from the selected Partner(s) should be included in the LEA's proposal indicating that there is an agreement between the LEA and the Partner to work together to define the scope of work and deliverables. If the Lead Partner selected is not on the Illinois Approved Provider List, the provider is required to submit an application to ISBE detailing their experience and record of success in supporting academically underperforming schools. Lead Partner Applicants not on the Illinois Approved Provider List need to receive approval from ISBE prior to entering into a contract with any LEA receiving 1003(g) SIG funds. An LEA's grant proposal may be approved even if the Lead Partner has not yet received approval, however no funds will be distributed to the LEA until the Lead Partner receives approval from ISBE. To receive an application please visit http://www.isbe.net/sos/htmls/sip_1003.htm or contact Marci Johnson in the Division of Innovation and Improvement. See the *Contact Person* section of this RFP for information.

Timeline

The LEA must include a timeline delineating the steps it will take to implement the selected school intervention model in each Tier I and Tier II school identified in the proposal. Full implementation of each model is expected to begin in the fall of 2010. The timeline must span the entire term of the grant and include activities through June 30, 2013. Additionally, the timeline must include district-level activities that will support the implementation of the school-level intervention model. The timeline must include phases such as planning, implementation, and monitoring. Activities related to policy, hiring, principal and teacher evaluation, professional development, and monitoring must be included within the appropriate phases.

Alignment of Resources

The LEA must describe specific actions the district has taken or will take to align other resources with proposed interventions and current and future funding sources to support identified improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after the federal funds expire.

Sustainability Plan

The LEA must provide a sustainability plan and accompanying timeline that forecasts at least three years beyond completion of the grant. The sustainability plan must detail how the LEA will sustain the reform efforts after funds under this RFP expire. The plan must include details on the eventual phase-out of Lead and Supporting Partner services. Applicants must complete the *Timeline and Sustainability Plan* forms (see Attachment 10) and submit them with the proposal.

Annual Improvement Goals and Objectives

The LEA must hold participating Tier I and Tier II schools accountable for improving student achievement. Toward that end, the LEA must identify specific, measurable, attainable, realistic and timely (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PASE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant. Applicants must complete the *LEA Goals and Objectives* forms (see Attachment 8) and submit them with the proposal. Additionally for each school application the applicant must describe the school level strategies that will be put in place to support the attainment of each LEA goal (see Attachment 17).

Leading Indicators

ED has identified nine (9) leading indicators outlined below that ISBE will use to hold schools receiving SIG funds accountable. Applicants must provide data for each indicator from school years (SY) 2007-2008 and 2008-2009 for each participating Tier I and Tier II school. In addition to the LEA's progress toward meeting annual goals for student achievement, data collected on the leading indicators will be used to measure school performance over the course of the grant period. Data provided to ISBE in this application will be used to establish a performance baseline for each school and the district. The nine (9) leading indicators are:

1. Number of minutes within the school year;
2. Student participation rate on ISAT or PSAE in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., Advanced Placement (AP), International Baccalaureate (IB), early-college high schools, or dual enrollment classes);
6. Discipline incidents;
7. Truants;
8. Distribution of teachers by performance level on the LEA's teacher evaluation system; and
9. Teacher attendance rate.

Stakeholder Engagement

The LEA must consult with critical stakeholders including local school board members, teachers' union representatives, school staff, and Lead and Supporting Partners regarding the proposal and the implementation of a school intervention model in each of the participating Tier I and Tier II schools. Applicants must complete the *LEA Stakeholders Consultation and Signature* forms (see Attachment 7) and submit them with the proposal.

LEA Proposal Narrative Requirements

The LEA Proposal Narrative should be completed by, or in consultation with, staff from the LEA, school(s) proposed for funding, and critical stakeholders including local school board members, teachers' union representatives, school staff, and partnering organizations. Please note that the required components to be included in the proposal correspond to the criteria and point values that will be used to evaluate proposals (see *Criteria for Review and Approval of Proposals* section of this RFP). Applicants are advised to review those criteria before completing proposal narratives.

Section I: Overview and Rationale

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- A. Demonstrate that it has analyzed the needs of each school and selected an intervention model for each school. Please **complete and attach** to the proposal Section I of the *2010 School Improvement Grant 1003(g) District Needs Assessment (Needs Assessment)* found in Attachment 2. In addition to the Needs Assessment, respond to each of the below items:
 1. Describe the process the LEA utilized to complete the Needs Assessment and explain how the district's performance data informed the selection of an intervention model for each school.
 2. Describe how the team's responses to Section II of the Needs Assessment impacted the LEA's decision(s) about appropriate intervention models and the LEA's capacity to support the requirements of each model selected.
 3. Summarize key functions, systems, policies, and processes that the LEA must examine and/or develop to support sustainable improvement efforts, specifically related to:
 - i. Leadership;
 - ii. Evaluating principal and teacher effectiveness;
 - iii. Data driven decision-making;
 - iv. Instructional programs; and
 - v. Professional development.
 4. Describe the LEA's ability to support rapid improvement and systemic change to create a thriving learning environment.
- B. Develop annual goals and supporting objectives (see Attachment 8) based on identified need and selected intervention model. Goals must be **s**pecific, **m**easurable, **a**ttainable, **r**elevant **and** **t**imely (SMART). Using information from Attachment 8 describe how the LEA arrived at its annual goals for student achievement on the ISAT and/or the PSAE in both reading/language arts and mathematics. Additionally explain how the LEA will monitor its Tier I and Tier II schools that receive school improvement funds to help ensure the LEA's timely progression towards identified goals.
- C. Identify strategies that will be used to monitor the nine (9) leading indicators designated as metrics by ED. Applicants must complete the *LEA Strategies to Address Leading Indicators* forms (see Attachment 9) and submit them with the proposal.
- D. Summarize briefly the previous and current reform and improvement efforts that have occurred within the last five (5) years and explain what supported or impeded their success.
- E. Describe in detail what elements the LEA does not currently have in place to maximize improvement efforts and what steps or procedures will be taken to obtain the additional support and technical

assistance necessary to support the systemic change and district improvement goals. Include steps or procedures that will be taken to support systemic change.

- F. Describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to *each* Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected (e.g., if the LEA has selected the *Turnaround* and *Transformation* models, explain how the LEA will help schools fulfill the required activities for each model).
- G. If the LEA is **not** applying to serve each Tier I school, explain why the LEA lacks capacity to serve each Tier I school. Applicants must complete the *Tier I and Tier II Schools Eligible But Not Served* forms (see Attachment 4) and submit them with the proposal.

SECTION II: Proposed Activities

The LEA must:

- A. Describe actions it has taken, or will take, to:
 - 1. Design and implement interventions consistent with the SIG 1003(g) final requirements;
 - 2. Screen and select external partners from the Illinois Approved Provider List found in Appendices B and C. Describe how the LEA selected the provider(s) and include, where applicable, letter(s) of intent from the partnering organization. Describe the measurable outcomes and time specific services the LEA will receive from the selected partner. If the LEA wishes to use a provider not included on the list, describe how the LEA recruited, screened, and selected external providers. Pre-approval from ISBE is required to subcontract with a provider not included on the Illinois Approved Provider List;
 - 3. Align other resources with the interventions;
 - 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions, fully and effectively, detailing how the LEA will work with the local school board and teachers' union to accomplish necessary changes. Provide any evidence of action already initiated related to the intervention; and
 - 5. Discuss district plans to develop, an evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7, please visit <http://www.ilga.gov/legislation/publicacts/96/096-0861.htm> for more information. The LEA must assure that it will implement a new evaluation system for teachers and principals no later than the start of the 2012-2013 school year. The evaluation system should fairly and accurately differentiate teachers and identify and reward effective performance; and identify and address ineffective performance.
- B. Describe how the LEA will increase the capacity of the school board, central office, and district administrators to oversee and implement the intervention activities. Please address any district reconfiguration that may need to occur to support grant implementation (e.g., transformation officer, turnaround officer). Provide job descriptions for newly created positions and list the names and positions of key staff involved at both the district level and school level that will help ensure successful implementation of the reform model (e.g., central office turnaround manager, principal, reading coach, intervention specialist, and school improvement coordinator) and any other positions that would be paid with SIG funds.
- C. Submit a timeline delineating the steps the LEA will take to implement the selected school intervention model in each Tier I and Tier II school identified in the application. The timeline must span the entire term of the grant (i.e., through June 30, 2013) and focus on district-level activities that will support the

implementation of the intervention models. The timeline must include phases such as planning, implementation, and monitoring. Include items the LEA identified in sections I-A-4 and II-B of the *LEA Proposal Narrative Requirements* section of this RFP. Full implementation of each model is expected to begin in the fall of 2010.

- D. Explain how the LEA plans to sustain the reform efforts after the grant funding ends. Provide a sustainability plan with a corresponding timeline that forecasts at least three years beyond the completion of the grant. Applicants must complete the *Timeline and Sustainability Plan* forms (see Attachment 10) and submit them with the proposal.

Section III: Level of Commitment

The LEA must:

- A. Explain the process it used to consult with critical stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Use Attachment 7 to provide names and signatures as evidence of stakeholder engagement.
- B. Detail how the community was given notice of intent to submit a SIG application.
- C. Describe the LEA's plan to support ongoing collaboration efforts and communication with staff, families, and the community.
- D. Describe the level of support from key stakeholders for the LEA's SIG proposal. The LEA may include letters of support, as applicable. Letters of support from the local school board, teachers' union, school staff, partnering organizations, and other stakeholder groups will be considered most relevant in the evaluation of proposals.

School Proposal Narrative Requirements

The School Proposal Narrative should be completed by, or in consultation with, staff from the LEA, school(s) proposed for funding, and critical stakeholders including local school board members, teachers' union representatives, school staff, and partnering organizations. Please note that the required components to be included in the proposal correspond to the criteria and point values that will be used to evaluate proposals (see *Criteria for Review and Approval of Proposals* section of this RFP). Applicants are advised to review those criteria before completing proposal narratives.

Section I: Narrative & Overview

The information below must be provided for each school for which the LEA is seeking SIG funding. Provide documentation for each school.

- A. Provide the requested data on the *Cover Sheet for Individual School Submission* form (see Attachment 14) for each participating Tier I and Tier II. School. The data can be obtained from the School Improvement Plan located on the [Illinois Interactive Report Card](#).
- B. Describe how the school's performance data and information gleaned from the Needs Assessment (see Attachment 2) informed the selection of the intervention model for this school and provide the rationale for selecting this model.
- C. Describe the role the selected Lead Partner will take in the school and delineate specific services that will be provided to successfully implement the selected school intervention model (refer to the information provided for section II–A-2 in the *LEA Proposal Narrative* section of this RFP).
- D. List positions, titles, and the names of individuals involved in the oversight of the grant at the school level. Provide job descriptions for any newly created positions that are affected by the intervention models selected (e.g., principal, reading coach, intervention specialist, and school improvement coordinator). Indicate the full-time equivalency (FTE) or the percentage of time that each staffer will dedicate to the oversight of the intervention model at the school. Provide the name of the person who will monitor and evaluate the progress of this initiative.

Section II: Proposed Activities

Describe the proposed activities that address the intervention model chosen for this school. Refer to Appendix A for information on the required activities for each model.

- A. Complete the *Individual School Strategies* forms (see Attachment 17) and detail the school-level strategies required to reach the goals for student achievement identified by the LEA.
- B. Describe how the school will collect, analyze, and share data among school staff and the LEA. Include how the school will ensure that all administrators and teachers in the school are able to access and monitor each student's progress. Describe how school staff will analyze data to make necessary instructional modifications, enhance support services, or identify interventions.
- C. Describe how instructional practices will be aligned with assessment practices to measure student progress. Provide details about how the school will adjust instruction based on progress monitoring and collected data results. Include the process that will be used to make curriculum modifications. Include an outline of assessments used by grade level. A chart that summarizes this information may be included as an appendix to the proposal.
- D. Describe any support service(s) or interventions that will be put in place at the school to ensure full implementation of the selected model. Discuss the process that will be put in place to identify school-level needs and to ensure that high quality support and interventions are present.

- E. Describe the school-level, job embedded professional development that will occur to support the implementation of the selected model. Discuss how the approach will support all staff and how individual needs will be identified and addressed. Describe how the school will initiate and support collaborative efforts among staff such as grade level meetings, teacher inquiry, and learning communities.
- F. Describe the school's plan to communicate its vision and goals to the school staff, families, and the community. Provide details of continuous communication with the staff, families, and the community regarding status and progress of school improvement efforts.

Proposal Format

Each proposal must be submitted according to the specifications and format outlined below. **Incomplete proposals will not be considered.** Each proposal must include an LEA Proposal Narrative and a School Proposal Narrative for **each** participating Tier I and Tier II school. The proposal is to be developed in coordination and consultation with critical stakeholders including local school board members, teachers' union representatives, school staff, and partnering organizations.

Proposal Specifications

Proposals must be prepared and submitted according to the following specifications:

- Pages must be 8.5" x 11" with print on one side only and 1" margins at the top, bottom, and both sides of the page;
- Text in the proposal narratives must be typed and double spaced;
- Text in the attachments must be typed on the interactive forms provided;
- Font must be 11-points or larger;
- Pages must be consecutively numbered;
- Page headers that identify the applicant (i.e., Region-County-District-Type Code, district name, and school name as appropriate) on the proposal narratives and appendices must be included; and
- Proposals with spiral binding or submitted in binders will not be accepted.

Proposal Format

Please use the following as a checklist in assembling your completed proposal.

1. **Cover Page (Attachment 1):** Must be signed by the district superintendent, or official authorized to submit the proposal on behalf of the LEA, and the president of the local school board.
2. **School Improvement Grant 1003(g) LEA Needs Assessment (Attachment 2):** Completed by LEA and critical stakeholders; submit only Section I with application.
3. **Tier I and Tier II Intervention Model Selection for Schools (Attachment 3):** Identify each school for which the LEA is seeking funding in the application and the intervention model selected for that school.
4. **Tier I and Tier II Schools Eligible But Not Served (Attachment 4):** Identify schools that are eligible to receive the SIG grant, but the LEA is not applying to serve; give the reason for their exclusion.
5. **Proposal Abstract (Attachment 5):** Briefly describe the overall objectives and the activities related to the grant. Not to exceed 10 page(s).
6. **LEA Proposal Narrative:** Follow the specifications found under *LEA Narrative Proposal Requirements* section of the RFP.
7. **LEA Forms:** Follow the specifications found under *LEA Narrative Proposal Requirements* section of the RFP.
 - A. **Selected Lead and Supporting Partners (Attachment 6):** Provide requested information about Lead and Supporting Partner(s) that will assist with the implementation of the selected intervention model for each school. Mark if the partner is on the Illinois Approved Provider List or if it needs to be approved by ISBE. Marking this form with the indication that the selected provider needs to be approved by ISBE does not constitute approval. Applicants must take separate action to request approval to subcontract with a provider not included on the Illinois Approved Provider List.

- B. **LEA Stakeholders Consultation and Signature Form (Attachment 7):** Provide requested information to describe the stakeholder engagement process the district utilized and also to document individuals that participated in the process.
- C. **LEA Goals and Objectives (Attachment 8):** Identify specific, measurable, attainable, realistic and timely (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PASE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant.
- D. **LEA Strategies to Address Leading Indicators (Attachment 9):** Provide LEA baseline data for each indicator from school years (SY) 2007-2008 and 2008-2009 and then identify strategies to address each leading indicator.
- E. **Timeline and Sustainability Plan (Attachment 10):** Describe how the LEA will sustain the improvement efforts for three years after the grant period has ended.
- F. **Letters of Support (Optional):** Provide letters of support from local school board members, teachers' union representatives, school staff, partnering organizations, and other stakeholder groups.
- G. **LEA Budget Forms:** Include descriptions of the anticipated expenditures, correlated to the line items set forth on the Detailed Budget Summary Breakdowns. Must include subcontract information, if applicable (see item 7 of Attachment 20 for required subcontractor information).
- i. **LEA Comprehensive Budget Summary and Payment Schedule (Attachments 11, 11A, 11B):** This budget incorporates the LEA budget and all proposed school budgets for FY 2011. Proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2012 and FY 2013). The budgets must be submitted on the forms provided, and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA. The payment schedules must be based on the projected date of expenditures and be in accordance with ISBE's *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf (refer specifically to Section C: Procedures for Administration of Grants).
 - ii. **LEA Budget Summary and Payment Schedule (Attachment 12, 12A, 12B):** This budget includes the LEA budget only for FY 2011. Proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2012 and FY 2013). Budget information must be submitted on the forms provided, and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA. The payment schedules must be based on the projected date of expenditures and be in accordance with ISBE's *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf (refer specifically to Section C: *Procedures for Administration of Grants*).
 - iii. **Detailed Budget Summary Breakdown (Attachment 13).** Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2011, FY 2012, and FY 2013.
- H. **Cover Sheet for Individual School Submission (Attachment 14):** Complete this cover sheet for each school for which the LEA is seeking funding.

- I. **School Proposal Narrative:** Follow the specifications found under the *School Proposal Narrative Requirements* section of this RFP.
- J. **School Forms:** Follow the specifications found under the School Narrative Proposal Requirements section of the RFP.
 - i. **Individual School Budget Summary (Attachment 15, 15A, 15B):** Prepare a separate budget for each of the participating Tier I and Tier II schools for FY 2011. Proposed school budgets must also be submitted for each continuation year of the grant (i.e., FY 2012 and FY 2013). Use these forms to propose expenditures for school-level activities. Budget information must be submitted on the interactive forms provided.
 - ii. **Individual School Detailed Budget Summary Breakdown (Attachment 16):** Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2011, FY 2012, and FY 2013.
 - iii. **Individual School Strategies (Attachment 17):** Using the identified LEA goals in Attachment 8, describe the strategies the school level team will implement to help the LEA reach the identified goals.
- K. **Waivers (Attachment 18):** For each participating school, check the waiver(s) being requested from ISBE.
- L. **Certifications and Assurances:** Each applicant, **including each entity that is participating in a joint application**, is required to submit the following certifications and assurances. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - i. Program Specific Terms and Agreements (Attachment 19).
 - ii. Certifications and Assurances and Standard Terms of the Grant (Attachment 20).
 - iii. Certifications and Assurances for the American Recovery and Reinvestment Act of 2009 ARRA (Attachment 21)
 - iv. General Education Provisions Act (Attachment 22).
 - v. Certifications Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 23).
 - v. Certificate Regarding Lobbying (Attachment 24).
 - vi. Disclosure of Lobbying Activities (Attachment 24 A,B,C).

Criteria for Review and Approval of Proposals

LEAs with the lowest-achieving schools that demonstrate the greatest need for school improvement funds and demonstrate the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress (AYP) and exit improvement status will receive priority consideration for funding. Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Marci Johnson in the Division of Innovation and Improvement. See the *Contact Person* section of this RFP for information.

LEA Narrative Scoring Criteria

Section I: Overview and Rationale (Total Points 80)

10 points possible per question: There is a thorough and detailed response to the requested information. Sufficient evidence is provided to give an in-depth understanding of the current status of the district and its ability to guide, lead, and provide high quality support to all of the schools applying for funding. It is evident that systemic change is underway and rapid improvement is expected. All required activities specific to the model selected should be directly addressed. Appendix B includes the intervention model information.

Section II: Proposed Activities (Total Points 110)

10 points possible per question: The proposed activities include details in response to the requested information. The narrative information fully explains or addresses each element listed in the proposal requirements. Explanations of any processes are fully described to ensure reviewers a clear picture of the district operations. Capacity issues are thoroughly discussed and any steps to meet capacity challenges are fully and directly addressed. All required activities specific to the model selected should be directly addressed. Appendix B includes the intervention model information.

Section III: Commitment (Total Points 30)

10 points possible per question: The descriptions provide clear evidence of partner engagement and stakeholder collaboration to ensure full implementation of the selected model. Specific steps to ensure communication and collaboration is taking place with school staff, families, community members, the local school board, and the teachers' union to support the district's vision for improvement and systemic change is included in the narrative. All required activities specific to the model selected are directly addressed. Appendix A includes the intervention model information.

Section IV: Budget (Total Points 40)

10 points possible per question: The budget covers a three year period and includes activities related to supporting the implementation of selected intervention models in each Tier I and Tier II school identified in the application. The budget reflects a reasonable allocation of funds for district level activities.

The School Application Scoring

Section I: Rationale (Total Points 80)

The information provides a thorough explanation of the need in the school. A detailed description of the process and selection of the model chosen and how the intervention will impact identified student groups. There is a comprehensive analysis of the school's performance and what will need to be in place to support the efforts of the selected model. Clear evidence of support for the selected school improvement efforts is provided. There is evidence of a strong commitment to work with Lead Partners to implement rapid improvement. The information provided identifies specific needs for support and technical assistance. All required activities specific to the model selected are directly addressed. Appendix A includes the intervention model information.

Section II: Proposed Activities (Total Points 110)

There is a thorough description of strategies that will result in measurable outcomes for each individual school with a thorough description of the proposed school-level activities. The individual school's strategies should align with the district's goals. A detailed description of the school's efforts to improve academic achievement is provided, and evidence of the data driven decision making processes that will be used to change the instructional practices in the school are explained. A clear description of how the school will align the instructional practices to the assessment practice to measure the student progress is provided. There is evidence of the supports currently in place and the need for additional services or interventions. A detailed description of the school's professional development plan, how it will align to the model chosen, and the process for monitoring the implementation is included. There is a thorough description of the school's communication outreach plans with parents, staff, and the community. All required activities specific to the model selected should be directly addressed. Appendix A includes the intervention model information.

Section III: Timeline and Budget (Total Points 20)

There is a timeline for the next three years that reflects implementation of the model selected. The timeline clearly includes progress monitoring or benchmarking. There is a three year budget which reflects a reasonable allocation of funds for the school-level activities and the funds needed to support the school's SMART goals. The *Budget Summary Breakdown* addresses each specific item deemed necessary to fully implement the selected model and support the improvement efforts.

Appendix A

Intervention Models

Please note the information pertaining to the specific elements of each model comes from the United States Department of Education. Some aspects, such as use of funds for Response to Intervention, may not be applicable for Illinois grantees.

Turnaround model:

- (1) A turnaround model is one in which an LEA must:
 - (i) 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;
 - (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - A. Screen all existing staff and rehire no more than 50 percent; and
 - B. Select new staff;
 - (iii) 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;
 - (iv) 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;
 - (v) 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 SEA, 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 SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) 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;
 - (vii) 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;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as:
 - (i) Any of the required and permissible activities under the transformation model; or
 - (ii) A new school model (e.g., themed, dual language academy).

Restart model:

A restart model is one in which an LEA converts a school or closes and reopens 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School closure:

School closure occurs when an LEA closes a school and enrolls 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.

Transformation model:

A transformation model is one in which an LEA implements each of the following strategies:

- (1) Developing and increasing teacher and school leader effectiveness.
 - (i) Required activities. The LEA must:
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take 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 graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) 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;
 - (D) 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; and
 - (E) 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.
 - (ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--
 - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required accepting a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) 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

(B) 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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) 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;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) 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;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) 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;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) 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

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) 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;

(B) 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;

(C) 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

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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

(B) 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).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Appendix B

Illinois Approved Provider List

Overview of Approved Lead Partners

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|--|---|
| <p>Academy for Urban School Leadership (AUSL)</p> | <p>AUSL's mission is to improve student achievement in high-poverty, chronically failing schools through dramatic interventions to comprehensively reset failing schools.</p> <p>In AUSL's Turnaround school model, the district closes a failing school at the end of the school year and reopens it after the summer under AUSL's management. Admission is open to any former student who wishes to attend, as well as all students in the school's geographic boundary area. AUSL replaces the principal with an individual selected by and accountable to AUSL, as well as the district, and also brings in a cohort of specially trained new teachers from AUSL's teacher residency program. AUSL evaluates all incumbent teachers and staff before re-hiring any who are interested in remaining. Typically, more than half of the school's incumbent teachers and staff are replaced.</p> | <p>Since 2002 AUSL has launched eight Turnaround elementary schools and one Turnaround high school in Chicago. AUSL is still managing all of these schools, and all but one have made steady year-to-year gains in student achievement. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p> |
| <p>America's Choice, Inc., and its subcontractor ACT, Inc.</p> | <p>America's Choice will provide two programs:</p> <p>(1) the America's Choice Comprehensive Intervention Model in elementary schools, designed to prepare all students to enter middle school core instructional programs without need for remediation, and</p> <p>(2) the Rigor & Readiness Comprehensive Intervention Model in middle and high schools, designed to support students' development of college and career readiness.</p> <p>These programs include: an examination</p> | <p>States and school districts have successfully implemented America's Choice programs throughout the country, including in Georgia, New York, Florida, Arkansas, and Maryland.</p> <p>A study of Rochester, New York, schools found that students in America's Choice schools made significantly higher achievement gains than students in other schools, and the performance gap for minority students was narrowed significantly in both reading and math. Also, a study by outside</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|--|--|
| | <p>system aligned with state standards, a rigorous core curriculum with end-of-course examinations aligned to college and career readiness standards, instructional materials aligned to the curriculum, systematic monitoring of student progress, and “safety net” programs designed to accelerate learning.</p> | <p>reviewers found that students in America's Choice schools scored an average of 9 points higher on reading comprehension tests, and 7 points higher on language scales.</p> |
| <p>Consortium for Educational Change (CEC)</p> | <p>CEC proposes to implement a School Transformation Model, which will focus on accelerating student learning by aligning resources of the school and district to: add time for student learning and teaching; share leadership through teams; support teacher practice; and establish clear and ambitious performance targets for everyone.</p> <p>This model would be implemented in a school or district using a work plan with the following four steps:</p> <ul style="list-style-type: none"> -Set goals and standards; -Implement structures and plans; -Implement a learning environment; and -Become results focused. | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC’s work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>In CEC's years of experience, it has helped schools improve students’ grade-level proficiency, improve performance on state assessments, and work toward closing achievement gaps. For example, in CEC’s past work with an ethnically diverse suburban Chicago school district, CEC helped increase the percentage of African American eighth-graders who met or exceeded ISAT standards in math from 40% in 2004 to 71% in 2009.</p> |
| <p>Diplomas Now, a program of Johns Hopkins University</p> | <p>The Diplomas Now model integrates four key elements:</p> <ul style="list-style-type: none"> -Effective whole-school reform with instructional, organizational, student, teacher and administrative support components; -A teacher-friendly early-warning data system tied to identifying students in | <p>In the 2008-2009 school year, the Diplomas Now model was implemented in a large, high-poverty middle school in Philadelphia. Working in partnership with school leadership and teachers, this school successfully made adequate yearly</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|--------------------------------------|--|--|
| | <p>need of prevention, intervention and recovery strategies;</p> <ul style="list-style-type: none"> -A team that works closely with teachers and administrators to provide targeted and intensive supports; and -A team-based organizational structure and collaborative work environment. | <p>progress for the first time in four years and the Diplomas Now model resulted in a 50% decrease in the number of students in grades 6-8 who were off-track to graduate based on the following key indicators:</p> <ul style="list-style-type: none"> -Attendance (52% decrease in students with less than 80% attendance); -Behavior (45% decrease in students with three or more negative behavior comments); and -Course failure in math and English (83% decrease in the number of students receiving an F in math and 80% decrease in the number of students receiving an F in English). |
| EdisonLearning | <p>EdisonLearning proposes to serve as a national and onsite team of specialists dedicated wholly to partnership schools' curriculum, instruction and academic achievement.</p> <p>EdisonLearning will develop programs customized to meet the needs of each partnership school, but comprehensive models include several general components, such as: leadership development, school organization and scheduling support; learning environment management tools to promote a school culture in which students learn effectively; curriculum management and support tools that align to Illinois standards; intensive onsite and national professional development; benchmark assessment systems to track student progress; quality monitoring and management; and support for families who may not have considered the possibility of higher education.</p> | <p>Since 1995, EdisonLearning has partnered with school districts across the country to assist them in meeting student achievement goals. Throughout its history, EdisonLearning has had the opportunity to partner with numerous clients having diverse student bodies, largely serving clients in high-minority, low-income settings (the average school in an EdisonLearning Partnership is 87% minority and 65% socio-economically disadvantaged).</p> <p>Data and independent reports (including a notable RAND Corporation report released in 2005), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country.</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|---|--|
| <p>Illinois Association of Regional Superintendents of Schools (IARSS): representing a consortium of regional offices and intermediate service centers</p> | <p>IARSS proposes to:</p> <ul style="list-style-type: none"> -Administer a needs assessment of the district and school; -Coordinate with school and community “stakeholders” (i.e., parents, businesses, community organizations, and public officials) to develop a school intervention model; and -Direct resources and expertise toward intervention planning, capacity building, evaluation of existing staff, professional development, and implementation of the intervention model. | <p>IARSS’s Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROEs/ISCs specifically work with schools that are identified as not meeting adequate yearly progress and are on the state/federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROEs/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three-year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p> |
| <p>Learning Point Associates and its subcontractors, Strategic Learning Initiatives and Pivot Learning Partners</p> | <p>Learning Point Associates’ plan focuses on collaborative development and implementation of turnaround strategies to improve student achievement and build the capacity of school leaders and staff to sustain improvement.</p> <p>The proposed transformation design has six general components: a core school leadership team; a research-based diagnostic needs assessment; an instructional model to engage teachers in daily review of student data and weekly collaboration with other teachers; a parent and community engagement plan; a variety of support tools and expert coaching; and targeted intervention for special needs populations.</p> | <p>Learning Point Associates and its partner organizations have a long history of working with a broad range of districts, including chronically low-performing schools, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point Associates and its partners have helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|---|---|
| <p>Success For All Foundation, Inc. (SFAF)</p> | <p>SFAF will provide comprehensive turnaround models for target schools through a multidimensional set of strategies, focused on:</p> <ul style="list-style-type: none"> -Leadership support and training for school administrators, staff and community to assist in improving student achievement and addressing school-specific issues; -Professional development and support in core learning areas (reading and math); -Development and implementation of a school-specific reform structure to address the needs of students showing lack of progress in academic, social, and behavioral realms; -Structured communication between schools and SFAF’s Illinois Team Manager and consultants. | <p>SFAF programs have been used in more than 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. More than 52 studies have assessed the effectiveness of SFAF’s program, and independent reviews have consistently found that implementation of SFAF’s programming resulted in significant increases in student achievement in various settings. A recent study of 22 comprehensive educational reform programs placed SFAF’s program, and only one other, in the highest category awarded.</p> |
| <p>Talent Development, a program of Johns Hopkins University</p> | <p>Talent Development proposes to implement two separate but interrelated programs: the Talent Development Middle Grades (TDMG) program for middle schools and the Talent Development High Schools (TDHS) program for high schools. Both programs focus on organizing students into smaller learning communities headed by teaching teams to create a successful learning environment with high student expectations, and to develop and promote the effectiveness of teachers and school leaders.</p> <p>The organization also seeks to promote community and family involvement and engagement through parenting assistance; initiatives to enhance family participation in and support of students, schools, and school programs; and coordination of school and community services and resources.</p> | <p>For the past 15 years, Talent Development has helped schools across the country to reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement.</p> <p>Talent Development offers research-based strategies developed by Johns Hopkins University, paired with intense technical assistance from master educators, to facilitate improvement in struggling schools. Schools that implement Talent Development reforms have seen increases in student attendance, reductions in suspension rates, and increased scores on student achievement tests.</p> |

Appendix C

Illinois Approved Provider List

Overview of Approved Supporting Partners

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
|--|--|---|
| <p>Academy for Urban School Leadership (AUSL)</p> | <p>AUSL proposes to share its expertise and support the efforts of Lead Partners in the following areas:</p> <ul style="list-style-type: none"> -Intervention and transformation of underperforming schools through AUSL's Transformation school model; -Operation of a teacher residency training program; -Focused projects related to school management and teacher development; and -Advice and assistance to districts and Lead Partners. <p>AUSL would assist clients in decision-making and capacity building through providing opportunities to observe AUSL's models in action, assisting clients to design their own adaptations of the AUSL model, and providing coaching and training support.</p> | <p>Over the last 8 years, AUSL has built a track record of success in launching and managing turnaround schools in Chicago. AUSL's work has resulted in dramatic gains in student achievement in Turnaround schools, including increasing the percentage of students meeting state ISAT standards and improving school cultures and parent involvement.</p> <p>Through its teacher residency training program, AUSL has trained over 300 new teachers, with 85% still working in education. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p> |
| <p>Consortium for Educational Change (CEC)</p> | <p>CEC proposes to provide supporting services for human capital including: establishing an intensive induction and mentoring program for teachers and administrators; establishing meaningful performance evaluation and development systems that fairly and accurately differentiate teachers, based in part on student achievement; and establishing meaningful principal and administrator evaluation systems.</p> <p>CEC also proposes to build school board and district central office capacity with respect to: collaborative relationship-building among district anchors (i.e.,</p> | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
|---|---|---|
| | school board, administration, and local teachers' union); and leadership development and training. | CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those that have not made Yearly Academic Progress and others that are restructuring. CEC has helped districts and schools to implement comprehensive reforms and to develop and implement school improvement plans. Through its work, CEC has helped schools achieve significant improvements in district, school, and student performance on the ISAT. |
| Illinois Association of Regional Superintendents of Schools (IARSS): representing a consortium of regional offices and intermediate service centers | IARSS proposes to: -Implement human capital strategies, such as reforming district recruitment and hiring policies and establishing intensive induction and mentoring programs for teachers and administrators; -Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based on student achievement, and train administrators in their use; and -Establish meaningful principal and administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement. | IARSS's Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists. Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups. |
| Illinois Association of School Boards (IASB), and its subcontractors | IASB will provide expertise and support to Lead Partners, schools, and school districts over a 5 year period. Support will focus on training for superintendents, principals, school | IASB provides regional and in-district professional development activities for school board members. In 2009, more than 1,300 school board members attended one or |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
|--|---|--|
| <p>Illinois Association of School Administrators, Illinois Association of School Business Officials, and Illinois Principals Association</p> | <p>business officials, and other administrators, including targeted professional development activities and intensive coaching.</p> | <p>more of IASB's sessions. During 2008, IASB staff worked with boards of education, superintendents, staff, and community members in 44 districts where either the district or one or more schools within the district were in state academic warning or watch status. Based on 2008 data, 20 past-participating schools were no longer in warning or watch status at the school or district level. In 2009, work was done in 35 similar districts.</p> |
| <p>Learning Point Associates and its subcontractor, Pivot Learning Partners</p> | <p>Learning Point will work with turnaround school districts to guide them toward a systematic solution that is successful, both in building capacity and aligning capital management function in the short term, and in developing sustainable, long-term improvements in teaching and learning.</p> <p>Learning Point and its partner have expertise in developing school-specific strategies in: reforming district recruiting, hiring, and retention practices; establishing an alternative incentive and compensation system; creating an intensive induction and mentoring program; establishing a meaningful performance evaluation system; and providing training and coaching for capacity building.</p> | <p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p> |
| <p>New Leaders for New Schools</p> | <p>Recruit, identify, and prepare up to 35 Partnership Zone principals over the course of a planning period and two implementation years. The organization's work will focus on an intensive residency model, which includes the field's leading curriculum and training program for aspiring principals and a year of hands-on skills development and practice.</p> <p>New principals are also intensively supported during their entry into a</p> | <p>Over the past six years, New Leaders has partnered with the Academy for Urban School Leadership to train and provide principals to lead turnaround schools. Since 2001, New Leaders has trained and supported more than 550 aspiring principals in urban areas across the country. The programs have a rigorous selection process, accepting fewer than 7% of applicants. Principals who have</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
|---|---|--|
| | <p>school and during their first school year by an experienced coach.</p> | <p>completed the program are highly qualified and greatly diverse (participants range in age from 25 to 58 and 55% are African American). New Leaders currently supports 123 principals in Chicago, serving more than 70,000 children.</p> <p>New Leaders principals have achieved dramatic improvement in their schools. Students in elementary and middle schools led by New Leaders principals for at least three years are making academic gains faster than comparable students in their districts. Also, the most improved or highest performing schools in 5 cities and 2 states have been led by New Leaders Principals.</p> |
| <p>Teach For America (TFA)</p> | <p>TFA proposes to provide an entire staff of high-quality teachers for a turnaround school in Chicago. The teachers would come from TFA's corps of first and second year teachers and its base of veteran alumni teachers.</p> <p>TFA recruits and selects talented and diverse new teachers from among the nation's top graduating college seniors, and then trains them through an intensive residential summer institute. TFA also provides ongoing support and professional development to its teachers, and connection and leadership opportunities through its alumni network.</p> | <p>TFA has been recruiting, training, and supporting teachers in low-income classrooms since 1990 and has a track record of making a tremendous impact on student achievement. In Chicago, 500 TFA alumni currently work in education—350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as public schools administrators, and many as non-profit employees.</p> <p>In 2008, the Urban Institute found that TFA corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.</p> |
| <p>The Associated Colleges of Illinois (ACI)</p> | <p>ACI proposes to address human capital strategy by reforming district recruitment and hiring policies through a High-Need School Internship (HNSI) program. The HNSI program will develop a pool of highly qualified teachers, prepared specifically for high-need districts.</p> | <p>In pilot programs at six Illinois sites, HNSI programs have been shown to motivate pre-service teachers to seek jobs in high-need schools and to develop skills and dispositions that can make teachers more successful in high-poverty, hard-to-staff schools. Research has shown that</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
|--|---|---|
| | <p>By partnering with its member colleges and universities, ACI will host LEAs to operate six-week intensive summer internship experiences that prepare and position pre-service teachers to maintain ongoing relationships with their host LEAs. Upon graduation, top candidates from the HNSI program will be offered positions in the host LEAs, as those positions become available.</p> | <p>internships that foster ongoing relationships with host LEAs can better prepare teachers to successfully assume jobs in those districts, and that those teachers may begin their first year jobs with skills and experience more commonly associated with second-year teachers.</p> <p>ACI has been addressing teacher shortage and quality issues since 2002, when it received a federal grant to fund an initiative to improve teaching and learning in high-poverty schools. ACI offers a portfolio of programs that address teacher recruitment, preparation, and retention.</p> |
| <p>The Federation for Community Schools, and its subcontractors: Dr. Barbara Radner, Depaul University Center for Urban Development; and David Flatley, Columbia College Center for Arts Programs</p> | <p>The organization will work with lead partners to develop a low-performing school into a “community school” by providing robust enrichment programs before and after school. These programs are an extension, not an add-on, to the regular school day and will address academics and curriculum, healthy minds and bodies, parent support, and community engagement.</p> <p>The programs are implemented in partnership with the in-school day staff to create programming that supports skills and issues being addressed during the regular school day and provides supplemental enrichment programs like arts, music, and physical fitness.</p> | <p>The Federation is the nation’s only statewide coalition working on community schools, and is the most experienced and broad-reaching of such organizations in Illinois. Although the community school model is a newer concept, Chicago Public Schools have more than 150 community schools (out of its 600 public schools) and has already seen the benefit of the community school model through improvement in test scores, grades, student attitudes toward school, parent involvement and support, safety, and improved immunization rates, fitness levels, and overall well-being among students.</p> <p>Research shows that community schools have many positive impacts including statistically significant increases in ISAT math and reading scores, a reported 70% increase in students’ completion of homework, fewer student behavioral incidences, and increased feelings of connectedness reported in parent surveys.</p> |

Appendix D

Scoring Rubrics

ISBE will score the LEA application and school application(s) separately and then add the LEA and score to each individual school score. Therefore schools within a district may receive different scores. The scoring process has two steps. In the first scoring cut, ISBE will add the “LEA Capacity Score” to the “School Readiness Score” to generate the “Capacity/Readiness Composite Score.” Applications with a composite capacity/readiness score lower than 110 will need to revise their application with assistance from ISBE staff. An application will not be funded if it does not meet the minimum SIG requirement. If the composite capacity/ readiness score is 110 or higher ISBE will add this score to the “General Composite Score,” which is comprised of the “LEA General Score” to the “School General Score.” In cases where a district has multiple school applications the LEA composite scores will not change only the school composite scores. Once the Capacity/ Readiness Composite Score and the General Composite Score are added together this will generate a final application score. ISBE will then rank each school from highest to lowest and fund applications until the point at which funds are no longer available.

The scoring rubric parallels the sections in the RFP. In the LEA section of the scoring rubric items identified by three asterisks (***) indicate capacity questions. In the school section of the scoring rubric items identified by two asterisks (**) indicate readiness questions. Each section has its own subtotals.

CAPACITY SCALE***

| | |
|---------------------------|--|
| High Capacity*** (120-96) | All of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Moderate (95-60) | Most of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Low (59 and Below) | A few or none of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed. |

READINESS SCALE**

| | |
|--------------------|---|
| High (100-80) | All of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Moderate (79-50) | Most of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed. |
| Low (49 and Below) | A few or none of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed. |

LEA SCORING RUBRIC

DISTRICT SECTION I: Overview and Rationale – 8 Criteria (5 Capacity***+ 3 General)

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--|
| <p>1. RFP: Section I A1, 2B Forms: Needs Assessment Section 1 Part 2 & Attachment 5 The narrative clearly describes the process the district used to complete the needs assessment and the district specifically addresses each area. The district’s procedure for selecting each school for submission is clearly explained and supported with a detailed description of student performance on the state’s assessment(s) and the school’s improvement (AYP) status.</p> | <p>The narrative discusses the process the district used to complete the needs assessment and broadly addresses each area. The district’s procedure for selecting the school for submission is explained and supported with a limited discussion of the student performance on the state assessment(s) and the school’s improvement (AYP) status.</p> | <p>The narrative refers to the needs assessment but gives limited information regarding each area. The district’s procedure for selecting the school for submission is not clearly described and only a brief reference is made to the student performance on the state’s assessment(s) and the school’s improvement (AYP) status.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #1: ____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|---|--------------------------------------|
| <p>2. RFP: Section I B Forms: Attachment 5 and Narrative The narrative thoroughly addressed the district commitment and efforts to provide leadership with decisions and practices to support goals. Their vision is clear and it is evident they are mindful of what it will take to guide and facilitate the process given the unique factors and/or circumstances of the district.***</p> | <p>The district provides a clear understanding of the leadership needed to address the circumstances of the district and provides detail as to how they will ensure that decisions and practices support the district's vision and goals.</p> | <p>The narrative provides an overview discussing leadership efforts and practices in place.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #2: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|---|--------------------------------------|
| <p>3. RFP: Section I A3 Forms: Needs Assessment Section 1 Part 3</p> <p>The district provides details addressing the areas of data-driven decision-making, instructional programs, and professional development from the district perspective that would support full implementation of the selected model and district improvement goals. The explanation identifies appropriate strategies to support the implementation of the model and connects the strategies to research based approaches that will provide high quality support systems.***</p> | <p>The district provides some detail to address the areas of data-driven decision-making, instructional programs, professional development and safe schools from the district perspective that would support full implementation of the selected model and district improvement goals. The explanation identifies appropriate strategies to support the implementation of the model and connects the strategies to evidence based approaches that will provide high quality support systems.***</p> | <p>The district provides limited detail to demonstrate how the district uses data to inform decision-making, instructional programs, professional development, and safe schools. There is limited information about how the district will support the full implementation of the selected models and district goals. Identified strategies are not connected to an evidence base.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #3: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|---|--------------------------------------|
| <p>4. RFP: Section I A4 Forms: Narrative A detailed description of the district's efforts for implementing systemic change is provided. The narrative indicates the district's desire to fully embrace change needed to implement the model and work towards rapid improvement. Clear indicators or movement toward change are presented such as recent or soon to pass Board adoption of polices and administrative procedures. It is clear the district has begun the steps necessary with the local bargaining unit and board to enhance or design their evaluation methods of principal and teacher effectiveness. It is evident the district is in the position to implement an evaluation system that meets new requirements.***</p> | <p>The description of the district's and school's efforts for implementing systemic change is provided. It is clear the district is prepared to undergo changes needed for implementation and rapid improvement. The district has identified policies and procedures that will need to change in order to support the successful implementation of the selected models. The district has a thorough understanding of the steps needed to address evaluation within their district. The narrative clearly addresses plans in support of an evaluation system reflecting new requirements.</p> | <p>The description of the district's and school's efforts for implementing systemic change is very brief. There is limited discussion about changes that will need to occur to support model implementation. The description of the district's plans for addressing performance evaluation is not well defined or detailed.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #4: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--------------------------------------|
| <p>5. RFP: Section I B Forms: Attachment 8</p> <p>There is a thorough description of the SMART goals established to increase academic growth in reading and mathematics with clear evidence of how the district will monitor schools that receive school improvement funds. The goals included targets for student groups not meeting AYP.***</p> | <p>There is a description of measurable goals established with clear evidence of how the district will monitor schools that receive school improvement funds. Goals are broad and do not target specific student groups.</p> | <p>There is a limited description of measurable goals established and limited information about how the district will monitor schools that receive school improvement funds.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #5: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|--|--|
| 6. RFP: Section I DEF Forms: Attachment 5 The overview clearly identifies specific needs for support and/or technical assistance to assist with implementation of the model. It is evident the district is mindful of additional support available.*** | The overview identifies needs for support and/or technical assistance to assist with implementation of the model. There is limited evidence that the district is aware of additional support available. | The overview identifies needs, however does not seem to address how the school will approach addressing the needs. | Evidence is not provided. |
| Number of Points Criteria #6: _____ /10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|--|--------------------------------------|
| <p>7. RFP: Section I C Forms: Attachment 9 The district has identified baseline data for each of the nine leading indicators for which data is currently available. If data points are missing the district identifies how they plan to collect the data. For each indicator, strategies for improvement are identified that reflect scientifically based research.</p> | <p>The district has identified baseline data for most of the nine leading indicators for which data is currently available. If data points are missing the district identifies how they plan to collect the data. For each indicator, strategies for improvement are identified that reflect best practice.</p> | <p>The district has identified baseline data for a few of the nine leading indicators. No plan is presented to describe how the district will begin to collect missing data points. Some improvement strategies are presented.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #7: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|---|--------------------------------------|
| <p>8. RFP: Section I F Forms: Attachments 3, 5 & Narrative</p> <p>The proposal thoroughly addresses how the district will allocate school improvement funds to fully implement the model selected. The narrative includes details of related support needed and how the district will utilize funds to support each school. Funds are strategically leveraged to support improvement efforts.</p> | <p>The proposal addresses how the district will allocate school improvement funds to fully implement the model selected. The narrative includes limited details of related support needed and how the district will utilize funds to support each school.</p> | <p>The proposal provides limited information about how the district will allocate school improvement funds to fully implement the model selected.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #8: _____/10</p> | | | |

NOTES:

District Section I: Overview and Rationale Scoring

| | | |
|--|----------------------------|---|
| Capacity*** Criteria | 50 Points Available | Capacity*** Points Earned ____/50*** |
| Overview and Rationale Criteria General | 30 Points Available | Points Earned ____/30 |
| Total Possible Points | 80 Points Available | Total Earned ____/80 |

DISTRICT SECTION II: Proposed Activities – 11 Criteria (6 Capacity*** + 5 General)

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| 1. RFP: Section II A1 Forms: Attachment 5 & Narrative The narrative thoroughly describes how the district will design and implement the selected models according to USDE regulations.*** | The narrative describes how the district will design and implement the selected models according to USDE regulations. | The description is brief and the implementation does not address the USDE regulations. | Evidence is not provided. |
| Number of Points Criteria #1: _____ /10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--------------------------------------|
| <p>2. RFP: Section II A2 Forms: Attachment 5 & Narrative</p> <p>The narrative thoroughly describes the district's process for recruiting, screening, and details of selecting external providers to ensure their quality.</p> | <p>The description addresses the district process for recruiting and screening with some mention of the selection process.</p> | <p>The description of the process to recruit, screen and select external providers is limited.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #2: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|---|--------------------------------------|
| 3. RFP: Section II A3 Forms: Attachment 5 & Narrative The narrative clearly provides details for how the district will align resources to fully implement the model(s) selected.*** | The narrative provides some details for how the district will align resources to implement the model(s). | The narrative includes mention of the alignment of resources. | Evidence is not provided. |
| Number of Points Criteria #3: _____ /10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|---|--------------------------------------|
| <p>4. RFP: Section II A4 Forms: Attachment 5 & Narrative The narrative clearly specifies all modifications of practices or policies to enable its schools to fully implement the models. Modifications reflect items identified in question A(V).***</p> | <p>The narrative provides some information on the modifications of practices or policies to enable its schools to fully implement the model(s).</p> | <p>The modifications discussed do not address areas of concern identified anywhere in the proposal.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #4: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| <p>5. RFP: Section II A5 Forms: Attachment 5 & Narrative</p> <p>The narrative details the district’s plan to develop and implement principal and teacher evaluations that include the use of student data as a significant factor of performance. There is evidence that the local union and school board agree to the plan.</p> | <p>The narrative details the district’s plan to develop and implement principal and teacher evaluations that include the use of student data as a significant factor of performance.</p> | <p>The narrative details the district’s plan to develop principal and teacher evaluations that include the use of student data as a significant factor of performance.</p> | <p>Evidence is not provided</p> |
| <p>Number of Points Criteria #5: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| <p>6. RFP: Section II B Forms: Attachment 5 & Narrative</p> <p>The district has committed central office staff and resources to support the school's targeted areas for improvement efforts. This includes district personnel who will provide oversight for the collection of data and technical assistance.***</p> | <p>The district has committed central office staff and resources to support the school's targeted areas for improvement efforts.</p> | <p>There is limited central office support identified.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #6: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|---|--------------------------------------|
| <p>7. RFP: Section II B Forms: Attachment 5 & Narrative</p> <p>The district application thoroughly describes how they will build the capacity of district superintendents, assistant superintendents, human resource directors, and/or fiscal officers to oversee and implement the intervention activities.</p> | <p>The district has plans to build the capacity of district superintendents, assistant superintendents, human resource directors, and/or fiscal officers to oversee and implement the intervention activities.</p> | <p>There is limited evidence of plans for the district to build the capacity of district superintendents, assistant superintendents, human resource directors, and/or fiscal officers to oversee and implement the intervention activities.</p> | <p>Evidence is not provided</p> |
| <p>Number of Points Criteria #7: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--------------------------------------|
| <p>8. RFP: Section II B Forms: Attachments 5 & & Narrative</p> <p>The district is building capacity within the school board to oversee and implement the intervention activities. There are details provided to indicate the board will have an ongoing active role in the district's improvement efforts. The details include evidence of full participation of the school board.***</p> | <p>The district has plans to build the capacity within the school board to oversee and implement the intervention activities. It is evident steps have been taken to discuss and inform the board.</p> | <p>There are no plans for the district to build the capacity within the school board to oversee and implement the intervention activities.</p> | <p>Evidence is not provided</p> |
| <p>Number of Points Criteria #8: _____ /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--------------------------------------|
| 9. RFP: Section II C Forms: Attachment 5 & Narrative The timeline for each school includes all elements including planning, implementation and monitoring appropriate to the model selected. | The timeline focuses on planning and some implementation and monitoring. | The timeline is limited and does not include all elements. | Evidence is not provided. |
| Number of Points Criteria #9: _____ /10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| <p>10. RFP: Section II C Forms: Attachment 5 & Narrative</p> <p>The district timeline specifies goals and activities and includes progress monitoring activities or benchmarking appropriate to the model selected. Activities are based on data analysis and timeline specifies priorities. Detailed resources are included. The timeline delineates the steps the district will take to implement the selected intervention in each Tier I and Tier II school served.***</p> | <p>The district timeline includes activities and benchmarking appropriate to the model selected. Resources are included.</p> | <p>The district presents a timeline with limited information and vague descriptions.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #10: /10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|---|--------------------------------------|
| <p>11. RFP: Section II C Forms: Attachments 5, 10 & Narrative</p> <p>The district thoroughly details their plan to sustain efforts after the funding period ends. The plan covers three years after the grant completion.</p> | <p>The district details their plan to sustain efforts after the funding period ends.</p> | <p>The district sustainability plan provided limited information.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #11: /10</p> | | | |

NOTES:

District Section II: Proposed Activities

| | | |
|----------------------------------|-----------------------------|---|
| Capacity*** Criteria | 60 Points Available | Capacity*** Points Earned ____/60*** |
| Proposed Criteria General | 50 Points Available | Points Earned ____/50 |
| Total Possible Points | 110 Points Available | Total Earned ____/110 |

DISTRICT SECTION III: Commitment–3 Criteria (3 General)

| <p align="center">STRONG 10-8 points</p> | <p align="center">MODERATE 5-7 points</p> | <p align="center">LIMITED 4-1 points</p> | <p align="center">NOT PROVIDED 0 points</p> |
|--|--|---|--|
| <p>1. RFP: Section III A Forms: Attachments 6, 7 & Support Letters Details were provided regarding the process used to consult with stakeholders. There is thorough evidence of Lead/Supporting partner engagement and stakeholder collaboration efforts in place to fully implement the selected models.***</p> | <p>There is some evidence of Lead/Supporting partner engagement and stakeholder collaboration efforts in support of the model implementation</p> | <p>There is limited evidence provided of collaborative efforts.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #1: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|---|--------------------------------------|
| <p>2. RFP: Section III BC The proposal clearly details collaborative efforts and ongoing communication with staff, families, and the community. The narrative specifies partners and their role in the implementation of the model. Specific steps are discussed that the district will take to keep staff, families, and the community informed of changes, updates, and an ongoing effort to communicate goals.</p> | <p>The proposal discusses collaboration efforts and a communication process or plan to ensure staff, families, and the communities are informed of changes taking place and the status of all efforts.</p> | <p>Communication is discussed in broad terms and does not detail any formal steps or process.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #2: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|---|--------------------------------------|
| <p>3. RFP: Section III D Forms: Attachment 7 & Narrative</p> <p>There is thorough evidence of support from the local board and teacher's union to support the implementation of the models. The narrative provides a thorough understanding of the school board and union role in supporting the full implementation of the model. Details are outlined with specificity of policies and procedure that are in place to reflect commitment.</p> | <p>There is evidence the board and local union are informed of the roles and responsibilities related to the implementation of the models. Next steps are clearly outlined.</p> | <p>There is limited evidence identified to illustrate the amount of support present from the board and local union.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #3: _____/10</p> | | | |

NOTES:

District Section III: Commitment Scoring

| | | |
|------------------------------------|----------------------------|---|
| Capacity*** Criteria | 10 Points Available | Capacity*** Points Earned ____/10*** |
| Commitment Criteria General | 20 Points Available | Points Earned ____/20 |
| Total Possible Points | 30 Points Available | Total Earned ____/30 |

**DISTRICT SECTION IV: Budget (see Forms Attachments 11, 11A, 11B, 12, 12A, 12B, 13)–
4 Criteria (4 General)**

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| <p>1. The budget covers a three year period. Includes the activities for Tier I and Tier II schools that the district commits to serve. Request for each Tier I and Tier II school is of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.</p> | <p>The budget covers a three year period. Request for each Tier I and Tier II school is of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.</p> | <p>Requested information is omitted or not clearly stated.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #1: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| <p>2. The budget reflects a reasonable allocation of funds for district level activities. Includes correct amounts for the total, district, and each served individual school. Reflects sufficient size and scope to support full and effective implementation of the selected intervention over the three year period.</p> | <p>The budget reflects allocation of funds for district level activities. Reflects sufficient size and scope to support full and effective implementation of the selected intervention over the three year period.</p> | <p>Some budget amounts or information is omitted or not clearly indicated.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #2: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|---|--------------------------------------|
| <p>3. The Detailed Budget Summary Breakdown pages address each specific item discussed in the rationale deemed necessary to fully implement the selected model. The Budget Summary/Payment Schedule aligns with the Detailed Budget Summary Breakdown, is representative of the contents of the proposal and clearly focuses on full and effective implementation of the selected model(s) in Tier I and Tier II schools.</p> | <p>The Detailed Budget Summary Breakdown addresses most items discussed in the rationale deemed necessary to fully implement the selected model. The Budget Summary/Payment Schedule aligns with the Detailed Budget Summary Breakdown, is representative of the contents of the proposal and clearly focuses on full and effective implementation of the selected model(s) in Tier I and Tier II schools.</p> | <p>The Budget Summary/Payment Schedule does not clearly align with the Detailed Budget Summary Breakdown and/or is not representative of the contents of the proposal and does not clearly focus on full and effective implementation of the selected model(s) in Tier I and Tier II schools.</p> | <p>Evidence is not provided.</p> |

Number of Points Criteria #3: _____ /10

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| <p>4. The narrative clearly reflects how funding (both large and small amounts) will be spent at the district level and in each individual school served. Funding sources include school improvement, Title I, other federal sources (e.g., regular school Title I, Title I 1003(a), Title II, Part A, Title III, Part A, state/local commitment, and community resources).</p> | <p>The narrative reflects how most funding will be spent at the district level and in each individual school served. Additional funding sources are omitted or are vaguely described.</p> | <p>The narrative does not clearly reflect how funding will be spent at the district level and in each individual school served. Additional funding sources are omitted or are vaguely described.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #4: ____/10</p> | | | |

NOTES:

District Section IV: Budget Scoring

| | | |
|--------------------------------|----------------------------|------------------------------|
| Capacity*** Criteria | 0 Points Available | |
| Budget Criteria General | 40 Points Available | Points Earned ____/40 |
| Total Possible Points | 40 Points Available | Total Earned ____/40 |

District Total Scores

NOTE: An application must receive at least 110 points for the capacity/readiness composite score in order for the school application to continue in the grant process. Applications receiving less than 110 points will receive technical assistance from ISBE to revise application. An application will not be funded if it does not meet the minimum SIG requirements outlined in the RFP.

| Section | Total Capacity | Total General |
|-----------------------------------|-----------------------|----------------------|
| I. Overview & Rational | /50*** | /30 |
| II. Proposed Activities | /60*** | /50 |
| III. Commitment | /10*** | /20 |
| IV. Budget | | /40 |
| DISTRICT Composite Totals | /120*** | /140 |

SCHOOL SCORING RUBRIC

SCHOOL SECTION I: Rationale–8 Criteria (5 Readiness** + 3 General)

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|--|---------------------------|
| 1. RFP: Section I A Forms: Attachment 14 and School Narrative A thorough and detailed analysis of the IIRC Report Card trend data is provided, including explanations of trends and factors contributing to the determination of selected model.** | A description of the school’s efforts to improve student achievement is provided, including an analysis of the IIRC Report Card trend data. | The description of the school’s efforts to improve student achievement is brief and does not fully align with the IIRC Report Card trend data. | Evidence is not provided. |
| Number of Points Criteria #1: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|---|---------------------------|
| 2. RFP: Section I A Forms: School Narrative A comprehensive analysis of how the school’s subgroups are performing is provided and a description of how the selected intervention will impact identified subgroups is clearly described. | An explanation of how the school’s subgroups are performing is provided and the targeted areas for improvement are described. | A brief description of how the school’s subgroups are performing is not provided and the targeted areas for improvement are not clearly aligned to the students’ performance. | Evidence is not provided. |
| Number of Points Criteria #2: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| 3. RFP: Section I B Forms: School Narrative A detailed description of the school’s process to select and/or support the model is included and based upon the data provided.** | The description of the process to select the model is referenced to the district, but the detail to support the selection is not strong. | There is mention of the process and limited details to the support of the model. | Evidence is not provided. |
| Number of Points Criteria #3: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|--|--------------------------------------|
| 4. RFP: Section I B Forms: School Narrative A comprehensive analysis of the school’s climate provides clear support of the selected model. The narrative discusses school policies and practices that are in place or will be in place to support the proposed efforts.** | The narrative discusses school policies and practices that need to be put in place to fully support the proposed efforts and details steps for addressing the gap. | The narrative discusses school policies and practices but does not connect the analysis to the successful implementation of the selected intervention model. | Evidence is not provided. |
| Number of Points Criteria #4: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|--|--------------------------------------|
| 5. RFP: The letter from the school administrator fully describes the staff's support for the school's improvement efforts and lists the names of the staff. | The letter from the school administrator describes the staff's support for the school's improvement efforts and lists the names of the staff. | The letter from the school administrator states the staff will support the school's improvement efforts. | Evidence is not provided. |
| Number of Points Criteria #5: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--------------------------------------|
| 6. RFP: Section I C Forms: School Narrative The narrative reflects a clear understanding of the role and services the external partner will be providing to the school. It is evident the school is well informed of the services that will be utilized and how their contributions will assist with implementation. | The narrative reflects the school's awareness of the external partner's role and services. There are details to indicate planning further efforts are in place with selected partners to ensure appropriate services are utilized and roles are clarified. | There is little detail given to the anticipated contributions of the selected partner. | Evidence is not provided. |
| Number of Points Criteria #6: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--------------------------------------|
| 7. RFP: I D Forms: School Narrative The overview clearly identifies specific needs for support and/or technical assistance to assist with implementation of the model. It is evident the school is mindful of additional support available. ** | The overview identifies needs for assistance and an understanding of how the needs can or will be met. | The overview identifies needs, however does not seem to address how the school will approach addressing the needs. | Evidence is not provided. |
| Number of Points Criteria #7: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| 8. RFP: I D Forms: School Narrative and Budget It is evident there will be adequate staff in place to oversee the implementation of the model. The evidence includes coordination with the central office staff, the creation of a district turnaround office or positions to oversee the EMOs or CMOs ** | It is evident there will be adequate staff in place to oversee the implementation of the model. | There is limited information provided to describe how the district will ensure that adequate staff is in place to oversee the implementation of the model. | Evidence is not provided. |
| Number of Points Criteria #8: _____/10 | | | |

NOTES:

School Section I: Rationale Scoring

| | | |
|-----------------------------------|----------------------------|--|
| Readiness** Criteria | 50 Points Available | Readiness** Points Earned ____/50** |
| Rationale Criteria General | 30 Points Available | Points Earned ____/30 |
| Total Possible Points | 80 Points Available | Total Earned ____/80 |

SCHOOL SECTION II: Proposed Activities–11 Criteria (5 Readiness+ 6 General)**

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|----------------------------------|
| 1. RFP: II A, C Forms: Attachment 17 There is a thorough description of measurable goals established with clear evidence of a monitoring process at the school level. ** | There is a description of measurable goals established with some evidence of a monitoring process. | There are measurable goals established with little or no evidence of a monitoring process. | Evidence is not provided. |
| Number of Points Criteria #1: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|--|----------------------------------|
| 2. RFP: II A Forms: Attachment 17 The narrative addresses each of the proposed goals for the school with a thorough description of the proposed school level strategies to meet the goals. It is evident the school strategies are aligned with the district goals and represent best practices.** | The narrative addresses proposed goals however the school level strategies may not be sufficient to reach the identified goals. | The narrative identifies goals that are not connected to the current challenges facing the school. | Evidence is not provided |
| Number of Points Criteria #2: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| 3. RFP: II A Forms: School Narrative and Attachment 14 A detailed description of the school's efforts to improve academic growth is provided, including an analysis of the IIRC Report Card trend data. | A description of the school's efforts to improve academic growth is provided, including an analysis of the IIRC Report Card trend data. | The description of the school's efforts to improve academic growth is brief and does not fully align with the IIRC Report Card trend data. | Evidence is not provided. |

Number of Points Criteria
 #3: _____/10

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|---|--------------------------------------|
| 4. RFP: II C Forms: Attachment 17 A detailed description provides evidence the school will use data-driven decision-making to inform instructional practice. It is evident that research based strategies and best practices are a priority for maximizing student learning.** | A description provides evidence the school will use data-driven decision-making to inform instructional practice and achieve the school's goals and objectives. | A brief description of how the school will use data to inform instructional practice is provided. | Evidence is not provided. |

Number of Points Criteria
 #4: _____/10

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| <p>5. RFP: Section I C Forms: School Narrative The school narrative provides a detailed description regarding the role the selected Lead Partner will take in the school and delineates specific services that will be provided to successfully implement the selected school intervention model (refer to the information provided for section II–A-2 in the <i>LEA Proposal Narrative</i> section of this RFP).</p> | <p>The school narrative provides some description about the role the selected Lead Partner will take in the school and the services that will be provided to successfully implement the selected school intervention model (refer to the information provided for section II–A-2 in the <i>LEA Proposal Narrative</i> section of this RFP).</p> | <p>The school narrative provides a brief description regarding the role the selected Lead Partner.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #5: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| <p>6. RFP: II B Forms: School Narrative The school narrative clearly explains how all school staff will have access to data in order to monitor students’ progress. Including achievement data, learning gaps, and identification of causal factors. Narrative describes how they will summarize data and organize it so that staff can draw comparisons and identify trends.</p> | <p>The school narrative explains how school staff will have access to data in order to monitor students’ progress. The District describes how they will summarize data, organize it so that staff can draw comparisons and identify trends.</p> | <p>Process for sharing data is not clearly identified or connected to progress monitoring.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #6: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|---|--------------------------------------|
| 7. RFP: II B, C There is a clear description of how instructional practices will be aligned with assessment practices to measure student progress. It is evident there is a sound approach in place. | There is mention of alignment with assessment and activities are targeted toward strengthening the process in place. | The narrative provides limited information on any practice or plan to address assessment and instructional practice alignment as an activity or focus area. | Evidence is not provided. |
| Number of Points Criteria #7: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|---|--------------------------------------|
| 8. RFP: II C Forms: School Narrative A detailed description provides evidence of how the school will use data-driven decision-making to adjust or change curriculum. The data process is detailed and indicates research based decision making.** | A description provides evidence the school will use data-driven decision-making to inform instructional practice. | A brief description of how the school will use data to inform instructional practice is provided. | Evidence is not provided. |
| Number of Points Criteria #8: _____/10 | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--|
| <p>9. RFP: II D Forms: Narrative and Attachment 17 It is clear the school has the appropriate supports/interventions currently in place to optimize student learning. The supports or interventions directly correlate with the data provided and factors considered with the selection of the model. The explanation addresses how the need for additional services or interventions will be monitored at the school.**</p> | <p>The narrative describes in detail any support services or interventions that will be put in place to ensure full implementation. The explanation addresses how the need for additional services or interventions will be monitored at the school.</p> | <p>The narrative identifies supports or interventions, but does not provide any detail on how it will ensure their availability or implementation.</p> | <p>Evidence is not provided.</p> |

Number of Points Criteria
#9: _____/10

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|--|--|--|
| <p>10. RFP: II E Forms: School Narrative A detailed description of the school's professional development plan aligns to the proposed model and specifically addresses how the plan will be continuously monitored to ensure successful implementation.</p> | <p>A description of the school's professional development plan aligns to the proposed model and mentions the plan will be monitored to ensure successful implementation.</p> | <p>A vague description of the school's professional development plan is included</p> | <p>Evidence is not provided.</p> |

Number of Points Criteria
#10: _____/10

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|--|---|--|--------------------------------------|
| <p>11. RFP: II F Forms: School Narrative There is a thorough description of the school’s communication outreach plans with parents, staff and the community. Evidence indicates a consistently implemented communication process will exist to support the school’s vision for improvement and highlight status.</p> | <p>It is clear a communication plan will be put into place reflective of an ongoing process to ensure the vision and highlights are communicated with staff, parents and the community.</p> | <p>The communication process is not inclusive of all partners and does not discuss any plan for ongoing methods or processes to be put in place.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #11: _____/10</p> | | | |

NOTES:

School Section II: Proposed Activities Scoring

| | | |
|---|-----------------------------|--|
| Readiness** Criteria | 50 Points Available | Readiness** Points Earned ____/50** |
| Proposed Activities Criteria General | 60 Points Available | Points Earned ____/50 |
| Total Possible Points | 110 Points Available | Total Earned ____/110 |

SCHOOL SECTION III: BUDGET–2 Criteria (2 General) (see attachments 15, 15A, 15B, and 16)

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|---|--|--------------------------------------|
| <p>1. Attachment 15, 15A, 15B The budget reflects a reasonable allocation of funds for school level activities and covers a three year period. The amount requested is of sufficient size and scope to support full and effective implementation of the selected intervention model.</p> | <p>The budget reflects a reasonable allocation of funds for school level activities and covers a three year period.</p> | <p>Requested information is omitted or not clearly stated.</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #1: _____/10</p> | | | |

NOTES:

| STRONG 10-8 points | MODERATE 5-7 points | LIMITED 4-1 points | NOT PROVIDED 0 points |
|---|--|---|--------------------------------------|
| <p>2. Attachment 16 The Detailed Budget Summary Breakdown pages address each specific item discussed in the rationale deemed necessary to fully implement the selected model and support improvement efforts. The budget aligns with the budget narrative.</p> | <p>The budget narrative addresses most items discussed in the rationale deemed necessary to fully implement the selected model. The budget aligns with the budget narrative.</p> | <p>Requested information is omitted or not clearly stated</p> | <p>Evidence is not provided.</p> |
| <p>Number of Points Criteria #2: _____/10</p> | | | |

NOTES:

School Section III: Budget Scoring

| | | |
|--------------------------------|----------------------------|------------------------------|
| Readiness** Criteria | 0 Points Available | |
| Budget Criteria General | 20 Points Available | Points Earned ____/20 |
| Total Possible Points | 20 Points Available | Total Earned ____/20 |

School Total Scores

| Section | Total Readiness** | Total General |
|--------------------------------|--------------------------|----------------------|
| I. Rational | /50** | /30 |
| II. Proposed Activities | /50** | /60 |
| III. Budget | | /20 |
| School Composite Totals | /100** | /110 |

PROPOSAL FINAL TALLY Table

NOTE: An application must receive at least 110 points for the capacity/readiness composite score in order for the school application to continue in the grant process. Applications receiving less than 110 points will receive technical assistance from ISBE to revise application. An application will not be funded if it does not meet the minimum SIG requirements outlined in the RFP.

Composite Scores

| | District Name & Number | School Name | Total |
|--|------------------------|-------------|-------|
| District Capacity*** School Readiness** | /120*** | /100** | /220 |
| General | /140 | /110 | /250 |
| Total | /260 | /210 | 470 |

| |
|---|
| ISBE USE ONLY <input type="checkbox"/> ARRA <input type="checkbox"/> Regular |
|---|

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ATTACHMENT 1

| |
|---|
| DUE DATE JUNE 14, 2010 |
|---|

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Cover Page

INSTRUCTIONS: Submit 1 original and 4 copies. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

| | | | |
|---|-------------------------|---|-------------------------|
| NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL | | REGION, COUNTY, DISTRICT, TYPE CODE | |
| TITLE | | PROGRAM CONTACT | |
| DISTRICT NAME AND NUMBER | | TITLE OF PROGRAM CONTACT | |
| ADDRESS (Street, City, State, Zip Code) | | ADDRESS (Street, City, State, Zip Code) | |
| TELEPHONE (Include Area Code) | FAX (Include Area Code) | TELEPHONE (Include Area Code) | FAX (Include Area Code) |
| E-MAIL | | E-MAIL | |
| AMAO <input type="checkbox"/> Yes <input type="checkbox"/> No | | DISTRICT STATUS | |

I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grant - Section 1003(g).

_____ *Date*

_____ *Original Signature of Superintendent*

_____ *Date*

_____ *Original Signature of School Board President*

| | |
|----------------------|--|
| ISBE USE ONLY | |
| Date Received | _____ <i>Date</i> |
| | _____ <i>Original Signature of ISBE Division Administrator, Innovation and Improvement</i> |

Illinois State Board of Education

2011 School Improvement Grant 1003(g) LEA Needs Assessment

Introduction

School Improvement Grant

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through state educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, school improvement funds are to be focused on the State's "Tier I" and "Tier II" schools.

- **Tier I** schools are the State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if the State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools.
- **Tier II** schools are a state's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if the State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years.
- An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if the State so chooses, certain additional Title I eligible schools "Tier III schools."

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

The Needs Assessment

Research and experience indicate that the *process* of choosing a school improvement model rivals the strategy itself in importance for successful change. Involving school teams—with the current school leader, staff, parents, and others who have a large stake in each school's success—in decisions about their own schools can help you make better informed decisions and reduce resistance to dramatic changes. This Needs Assessment is the first step in creating a comprehensive school improvement reform strategy to support the LEA's School Improvement Grant Application. In general, Needs Assessments help pinpoint the areas in which a district or school needs to focus and prioritize its resources and energies to impact student achievement. With assistance from Great Lakes West Comprehensive Center and Illinois State University, the Illinois State Board of Education designed this Needs Assessment to assist LEA's applying for school improvement grants, so they might identify gaps between current programs and desired results to help inform their selection of one of four intervention models. The tool is designed to help a district team examine policies, programs, practices, and contextual factors that either support or impede the presence of characteristics needed to support the development of a thriving learning community.

This tool is based on a comprehensive review of the literature and highlights five areas that influence the successful implementation of the four intervention models identified by the United States Department of Education. The Needs Assessment identifies leading indicators pertaining to: leadership, evaluating teacher and principal effectiveness, data driven decision making, instructional programs, and professional development to help the district Needs Assessment Team evaluate their ability to successfully implement one of the intervention models. Sections II and III should be used to inform Part IV of Section I.

This Needs Assessment is organized into the following sections.

*The LEA only needs to submit **Section I with their proposal**.

Section I:

- **Part I:** District Capacity – The Team and The Process – Provides an overview of the tool.
- **Part II:** Data and Analysis – This section focuses on using Data to analyze school level performance and requires district teams to identify the internal and external factors that likely contributed to the current level of performance.
- **Part III:** District Level Capacity – Focuses on five aspects of district practice that influence school and student performance. Using a four point rubric, ranging from "strongly agree" to "strongly disagree," the district team will reach consensus on each indicator and then use the information to describe the key functions, systems, policies, and process that must be examined or developed to support sustainable improvement.
- **Part IV:** Determine Best-Fit Model for School – Based on the findings from Section I, Strengths, Weaknesses, Opportunities, and Threats analysis, and the review of essential components for each model, the district team will describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II, 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.

Section II: Supporting Documents

- Roadmap
- Improvement models at a glance
- Required LEA activities for each model
- Behavior shifts to enable success

Section III: Tools and Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

- Several SWOT analyses are provided to help the district team determine the extent to which the LEA can develop governance capacity to support specific intervention models.
- Based on the information from the "Handbook on Effective Implementation of School Improvement Grants," and "What Works When" there are checklists that identify requirements for success for each intervention model.

Section I

Part I. The Team and The Process

The Needs Assessment Team is responsible for organizing and leading the process. It is recommended that the team is comprised of a cross section of district and school staff involved in district and school improvement, professional development, Elementary and Secondary Education Act coordination, special education, pupil services, fiscal matters, union representation, testing and data analysis, and curriculum and instruction. Additionally, parents and other community stakeholders should have a voice on the Needs Assessment Team. Moreover, participation of the superintendent is essential. The Needs Assessment Team should be large enough to get diverse perspectives on district efforts, yet small enough to ensure that the team can meet regularly to complete the analysis. Research and experience indicate that the *process* of choosing a school improvement model rivals the strategy itself in importance for successful change. Involving school teams—with the current school leader, staff, parents, and others who have a large stake in each school’s success—in decisions about their own schools can help you make better informed decisions and reduce resistance to dramatic changes.

Tool 1. Roadmap

| | Step 1: Take Charge of Change—Big Change | Step 2: Choose the Right Changes | Step 3: Implement the Plan | Step 4: Evaluate, Improve, and Act on Failures |
|-------------------------|--|---|---|--|
| What it includes | <ul style="list-style-type: none"> Organizing your district team Assessing your district’s capacity Planning to manage stakeholders Fine tuning your district team | <ul style="list-style-type: none"> Analyzing school data Planning the needs assessment, analysis, and decision process Considering improvement models: turnarounds, restart, transformation or closure Making final decisions across a district | <p>After approval from school board:</p> <ul style="list-style-type: none"> Setting goals for implementation: How much improvement is expected, and how fast, in each school? Removing implementation roadblocks Using resources for implementation Implementing your plan(s) | <ul style="list-style-type: none"> Evaluating success—improved enough? Improving schools ready for incremental change; replicating successes in future decisions Acting on failures: Back to Step 1 for schools not improved enough |
| Who is involved | <ul style="list-style-type: none"> District team | <ul style="list-style-type: none"> District team School teams Other stakeholders | <ul style="list-style-type: none"> District team School teams School leaders Charters or contractors Lead partners and support partners Stakeholders | <ul style="list-style-type: none"> District team School teams |

Source: The Center for Comprehensive School Reform and Improvement, (2009). *School Restructuring: What Works When? A guide for education leaders.* Washington, D.C., Learning Point Associates.

Section 1

Part II. Data and Analysis

Name of School: _____

Context

1. Grade levels (e.g., 9-12): _____
2. Total Enrollment: _____
3. % Free/Reduced Lunch: _____
4. % Special Education Students: _____
5. % English Language Learners: _____
6. Home Languages of English Language Learners (list up to 3 most frequent):
7. Briefly describe the school's enrollment area (neighborhoods, communities served):
8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:
9. Briefly describe the background and core competencies (particular skills, expertise) of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

| Position | Background and Core Competencies | Years in Position | Years in School | Years in LEA |
|----------|----------------------------------|-------------------|-----------------|--------------|
| | | | | |
| | | | | |
| | | | | |

10. Briefly describe the process by which school administrators are evaluated. By whom? How frequently?
11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?
12. Briefly summarize previous and current reform and improvement efforts, within the last 5 years, and what impeded their success.

For example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
- Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Section I:

Part III. District Level Capacity

Directions: This section is divided into six areas. As a team, you will need to reach consensus on each item and determine the extent to which the team strongly agrees or strongly disagrees with the statement. The focus of this section is on district level capacity.

Leadership

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The district engages in long-range budgetary planning and annually budgets sufficient resources to support educational programs and implement plans for improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The district has authority and support to replace principals and teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The district has authority and support to grant new principals sufficient operation flexibility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are clear indications of systemic support by Central Office to support improvement efforts. Considerations: Data Systems, Communication, Personnel, Accountability, Technical Assistance, Polices and Procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are clear indications that the local Board will provide strong support for bold change. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The district has a communications plan in place to provide families, staff, and community members with ongoing updates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The district has the authority to modify calendar activities and extend learning time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Evaluating Principal and Teacher Effectiveness

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <p>The district implements a staff evaluation system that provides for the professional growth of all personnel.</p> <p>Considerations: Evaluation process takes into consideration student data and other elements such as working in collaboration to support school improvement efforts, walk-throughs, observations, and is designed to reflect performance over a specified period.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leaders.</p> <p>Considerations: Highly qualified staff, proper certification, environment free of nepotism, trained paraprofessionals, support for nationally board certified teachers, identified opportunities for career growth, flexible work environment.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district's relationship with the union will support negotiations of contract terms that support school improvement efforts, ensure the placement of highly effective teachers and the dismissal of low performing teachers.</p> <p>Considerations: Communications, community support, indepth understanding of evaluation methods, legislation/statutes.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Data Driven Decision Making

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <p>There is a quality student data system in place that supports a school’s collection and analysis of different sources of disaggregated student data.</p> <p>Considerations: The system is user-friendly, The data system allows school and district staff to access data and information in a timely manner, from a variety of perspectives. There are district supports for data driven decision-making.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools.</p> <p>Considerations: Data exists to support the decision to allocate resources towards a particular service, material, equipment, etc...</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs.</p> <p>Considerations: Personnel, school data teams, professional development, communication.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district communicates changes resulting from data to families, staff, and communities.</p> <p>Considerations: Personnel, media, communications plan.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district has in place a well defined plan for supporting the ongoing need for data collection and analysis to determine continuous improvement and/or the need for interventions.</p> <p>Considerations: Personnel, school data teams, professional development, communication.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Instructional Programs

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The District ensures that: | | | | |
| • Curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Instructional Practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lead to equitable educational opportunities and outcomes for all students in its neediest schools. | | | | |
| Considerations: The evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies. | | | | |
| The district ensures instructional practices are aligned with assessment practices to measure student progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Considerations: Grade-level benchmarks, progress monitoring, job embedded professional development. | | | | |
| The district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Considerations: The evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies. | | | | |
| Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Considerations: The district ensures that research-based instructional strategies are implemented in its neediest schools. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students. | | | | |
| Intervention strategies, supports, and extended learning opportunities are in place for students who struggle academically. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Considerations: Conducts extensive analysis of achievement gaps and develops strategies to address gaps. | | | | |

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Professional Development

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <p>Comprehensive district-wide professional development and recruitment strategies exist to ensure that high quality teachers are serving students in the neediest schools.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district has the authority to modify calendar activities or grant the flexibility to individual schools to ensure high quality professional development is provided as needed to support improvement.</p> <p>Considerations: Payment for extended days or additional days, adequate pool of substitutes, clearly defined job embedded professional development.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district.</p> <p>Considerations: The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>The district has in place a well-defined plan to support the ongoing need for data collection and analysis to support and drive instructional needs and enhance teacher effectiveness.</p> <p>Considerations: Evaluating and documenting effectiveness, including student progress, to show impact of professional development or determine needs.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Section 1:

Part IV. Determine Best-Fit Model for School

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school **given the existing capacity in the school and the district**? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. In the first column, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option.

| CHARACTERISTICS OF PERFORMANCE AND CAPACITY | | | | |
|---|--------------------|-----------------|---------|---------|
| CHARACTERISTIC | INTERVENTION MODEL | | | |
| | TURNAROUND | TRANS-FORMATION | RESTART | CLOSURE |
| School Performance | | | | |
| <input type="checkbox"/> All students experiencing low achievement/graduation rates | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Select sub-groups of students experiencing low-performance | | ✓ | | |
| <input type="checkbox"/> Students experiencing low-achievement in all core subject areas | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Students experiencing low-achievement in only select subject areas | | ✓ | | |
| School Capacity | | | | |
| <input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader | ✓ | ✓ | ✓ | |
| <input type="checkbox"/> Evidence of pockets of strong instructional staff capacity | | ✓ | | |
| <input type="checkbox"/> Evidence of limited staff capacity | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Evidence of negative school culture | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> History of chronic-low-achievement | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Physical plant deficiencies | | | | ✓ |
| <input type="checkbox"/> Evidence of response to prior reform efforts | ✓ | ✓ | | |
| District Capacity | | | | |
| <input type="checkbox"/> Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals | ✓ | | ✓ | ✓ |
| <input type="checkbox"/> Capacity to negotiate with external partners/providers | | | ✓ | |
| <input type="checkbox"/> Ability to extend operational autonomy to school | ✓ | | ✓ | |
| <input type="checkbox"/> Strong charter school law | | | ✓ | |
| <input type="checkbox"/> Experience authorizing charter schools | | | ✓ | |
| <input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process | | | ✓ | |
| <input type="checkbox"/> Capacity to exercise strong accountability for performance | | | ✓ | |
| Community Capacity | | | | |
| <input type="checkbox"/> Strong community commitment to school | ✓ | ✓ | ✓ | |
| <input type="checkbox"/> Supply of external partners/providers | | | ✓ | |
| <input type="checkbox"/> Other higher performing schools in district | | | | ✓ |

1. Based on the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

A. Best Fit:

B. Second Best Fit:

C. Third Best Fit:

D. Fourth Best Fit:

2. Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?
2. How will the LEA enable the new leader to make and sustain strategic staff replacements?
3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

3. How will the LEA support the school leader in recruiting and retaining highly effective teachers to the lowest achieving schools?

4. How will staff replacement be executed—what is the process for determining which staff remains in the school, which are assigned to another school, and which should leave the profession (or at least the district)?

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school and underperformers leave?

6. What supports will be provided to staff selected for re-assignment to other schools?

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?
8. How will the SEA assist with the restart?

Section II

Supporting Documents

This section offers decision-making tools to support selection of the best intervention model for a school.

The items in this section are strictly to help support district conversations and decision-making and do not need to be submitted with the application.

Please use the tools in this section to help you complete Section I: Part IV of the needs assessment.

Section II. Tools and SWOT Analysis

Tool 1. School Improvement Models

According to the National Center on Innovation and Improvement (2010), for most schools eligible for School Improvement Grants, the persistence of their low achievement calls for dramatically new governance structures, human capital, decision-making mechanisms, and operational practices. The Center contends that change of this magnitude and immediacy is most likely through a turnaround or restart approach. When the school's context and conditions do not suggest that a turnaround or restart are possible, the transformation model pertains and brings with it change in decision-making, strategic staff replacement, and substantial improvement of operational practices. When turnaround, restart, and transformation do not offer the certain promise of rapid improvement, the school is a candidate for closure.

Restart Model

- Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
- Must enroll within the grades it serves, any former student who wishes to attend.

| Turnaround Model | | Transformation Model | |
|------------------|--|----------------------|---|
| 1. | Replace the principal and grant new principal operational flexibility. | 1. | Replace the principal who led the school prior to implementing the model. |
| 2. | Measure the effectiveness of staff; screen existing staff and rehire no more than 50 percent; select new staff. | 2. | Use evaluation systems for teachers and principals that take into account student growth and assessments. Evaluations are developed with teacher/principal involvement to increase school leader effectiveness and performance. |
| 3. | Implement strategies to recruit, place and retain staff. (Financial incentives, promotion, career growth, and flexible work conditions). | 3. | Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Remove those who, after professional development, have not. |
| 4. | Provide high-quality, job-embedded professional development. | 4. | Provide high-quality, job-embedded professional development. |
| 5. | Adopt a new governance structure (i.e. turnaround office, turnaround leader). | 5. | Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions). |
| 6. | Use data to implement an aligned instructional program. | 6. | Use data to implement an aligned instructional program. |
| 7. | Promote the use of data to inform and differentiate instruction. | 7. | Promote the use of data to inform and differentiate instruction. |
| 8. | Provide increased learning time for students and staff. | 8. | Provide increased learning time for students and staff. |
| 9. | Provide social-emotional and community-oriented services/supports. | 9. | Provide mechanisms for family and community engagement. |
| | | 10. | Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). |
| | | 11. | LEA, SEA supports school with ongoing, intensive technical assistance and support. |

School Closure

- Close the school.
- Must enroll the students in other schools in the LEA that are higher achieving.

Tool 2. Required Activities

| REQUIRED LEA ACTIVITIES | TURN-AROUND | TRANSFORMATION | RESTART | CLOSURE |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Replace Principal (except those hired previously as part of turnaround or transformation effort). | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Operational flexibility (calendar, time, budget, staffing). | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Using locally adopted competencies to measure the effectiveness of staff who can work within environment to meet the needs of students: Screen all existing staff and rehire no more than 50 percent; and select new staff. | <input checked="" type="checkbox"/> | | | |
| Close & reopen under Charter School Operator/CMO/EMO. | | | <input checked="" type="checkbox"/> | |
| Close the school and send students to nearby schools - including but not limited to charter schools or new schools. | | | | <input checked="" type="checkbox"/> |
| Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/ leader input. | Permissible | <input checked="" type="checkbox"/> | | |
| Identify/reward effective & remove ineffective personnel. | Permissible | <input checked="" type="checkbox"/> | | |
| Provide staff ongoing, high-quality, job-embedded, instructionally aligned professional development. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| 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. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| 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, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer. | <input checked="" type="checkbox"/> | Permissible | | |
| 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. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| 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. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Establish schedules and implement strategies that provide increased learning time. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Provide appropriate social-emotional and community-oriented services and supports for students. | <input checked="" type="checkbox"/> | | | |
| Ongoing family and community engagement. | Permissible | | | |
| Ongoing intensive technical assistance from LEA, SEA or external partner. | Permissible | | | |

Tool 3. District Behavior Shifts to Enable Success in Previously Unsuccessful Schools

| OLD DISTRICT BEHAVIORS | BEHAVIORS FOR SUCCESSFUL IMPROVEMENT OF FAILING SCHOOLS |
|---|--|
| <ul style="list-style-type: none"> District staff focus on compliance with current policies (since they work for most schools and students). | <ul style="list-style-type: none"> District staff focus on measuring learning results of failing schools. |
| <ul style="list-style-type: none"> Administrators chosen for complying with rules, getting along personally. | <ul style="list-style-type: none"> Administrators chosen for complying with rules, getting along personally. |
| <ul style="list-style-type: none"> District departments stick to previous practices, even if misaligned with changes elsewhere in the district. | <ul style="list-style-type: none"> District departments work together to make changes schools need for student learning. |
| <ul style="list-style-type: none"> School goals are set to be achievable by more students—to maintain public support for public schools. | <ul style="list-style-type: none"> Goals are set based on what students need to know, think and do for personal, economic, and civic success; these goals increase and change. |
| <ul style="list-style-type: none"> Willing to try a change to improve—if teachers, parents, community agree. | <ul style="list-style-type: none"> Willing to make dramatic changes to help more children learn—even if teachers, parents or others disagree. |
| <ul style="list-style-type: none"> New research about what works for learning used <i>if</i> not offensive to interest groups or difficult to organize; practices that do not work discarded only after careful study. | <ul style="list-style-type: none"> New research about what works adopted regularly, with bias toward well-conducted studies; practices discarded quickly if do not show measurable learning results. |
| <ul style="list-style-type: none"> Provides help and support to schools upon request; or district provides the same help to all schools regardless of schools' particular needs. | <ul style="list-style-type: none"> Help and support always given, always targeted at improvement needs of individual schools. |
| <ul style="list-style-type: none"> Student achievement goals are too hard or too easy; so, rewards, recognition and consequences for schools are unfair (or not used). | <ul style="list-style-type: none"> Goals are challenging but achievable; rewards, recognition and consequences flow from goals. |
| <ul style="list-style-type: none"> Poor measurement of student learning is used to excuse failing students and schools; measurement is limited to legally required content. | <ul style="list-style-type: none"> Improving learning measurement continuously is part of the core work of the district and schools; measurement includes all content valued by the district and schools. |
| <ul style="list-style-type: none"> Extra money for failing schools used to do even more of what is already being done. | <ul style="list-style-type: none"> Extra money for failing schools is used to introduce change; strategies that work well and fast are given more funding. |

Section III

Tools and SWOT Analysis

This section offers decision-making tools to support selection of the best intervention model for a school.

The items in this section are strictly to help support district conversations and decision-making and do not need to be submitted with the application.

Please use the tools in this section to help you complete Section I: Part IV of the needs assessment.

Section III. Tools and Strengths, Weaknesses, Opportunities, and Threats

Tool 4. Assessing Your District’s Capacity to Lead Change

Instructions: Indicate whether each factor is an internal strength or internal weakness. What external changes might pose an opportunity to make this a strength? What external changes might make this a weakness?

| Factor | Tools and Strengths We have this or already do this | Weaknesses This is a weakness; but we could improve if | Opportunities If these external changes occur, this could be a strength | Threats If these external changes occur, this could be a weakness |
|---|--|---|--|--|
| Staff Our district has staff qualified to lead bold changes in school(s). | | | | |
| Will Our district is willing to take extreme action in failing schools (e.g., letting go of staff members who cannot succeed with failing students). | | | | |
| Outsiders Our district is willing to bring in outsiders if needed for student learning (e.g., to lead turnarounds, to manage schools). | | | | |
| Insiders We are willing to require central staff to make many changes to support restructured schools. | | | | |
| Freedom to Act Our district is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience. | | | | |

* SWOT = Tools and Strengths, Weaknesses, Opportunities, and Threats, a common strategic planning framework.

Source: The Center for Comprehensive School Reform and Improvement, (2009). School Restructuring: What Works When? A guide for education leaders. Washington, D.C., Learning Point Associates.

Tool 5. Turnaround Checklist

SUCCESSFUL TURNAROUNDS REQUIRE...

The District to:

- Choose a leader with turnaround capabilities for the school.
- Provide timely support and aligned systems to the school, including at least:
 - Management and communication support.
 - Student learning progress data.
 - Correct funding allocation according to school's population.
 - Help removing school staff members who are ineffective in turnaround.
- Allow leaders freedom to change school practices, even when inconsistent with district-wide practices.
- Establish clear goals for school performance.
- Establish a clear, short timeframe for initial large improvements (e.g., one school year).
- Monitor school performance closely.
- Include stakeholders such as parents and community groups while pressing forward with change.
- Provide planning time before turnaround attempt (more than one summer).
- Allow at least three years to improve and sustain successful Year 1 turnarounds.
- Restructure again when a turnaround is not successful.

The School Leader to:

- Take proven turnaround actions, including at least:
 - Concentrating first on a few, very important change goals with big, fast payoffs.
 - Acting to implement practices proven to work with previously low-performing students, even when they require deviations from district policies.
- Demonstrate combined behavioral competencies of entrepreneurs, middle managers, and change leaders: driving for results; solving problems; showing confidence; influence; conceptual thinking; teamwork and cooperation; team leadership; organizational commitment; and communicating a compelling vision.
- Understand effective school practices and apply to students in the school.
- Influence stakeholders to support change:
 - Communicate current problems, why current learning is unacceptable.
 - Communicate a positive vision of future school success.
 - Silence naysayers with speedy success.
- Identify school staff members who contribute to turnaround success; ask others to leave school.
- Sustain initial successes with longer term culture change.

School Staff Members to:

Contribute to turnaround success or leave the school.

Parents and Community Groups to:

- Understand that current school performance is not good enough.
- Believe that all children in the school can learn with the right changes.
- Support change, even when a new school leader is needed.

Teachers Union to:

- Allow school turnaround leaders who achieve large Year 1 learning improvements to remove from the school teachers and other staff who have not made needed changes.
- Support contract waivers allowing changes needed for learning by previously unsuccessful students.

Source: The Center for Comprehensive School Reform and Improvement, (2009). School Restructuring: What Works When? A guide for education leaders. Washington, D.C., Learning Point Associates.

Section III. Tools and Strengths, Weaknesses, Opportunities, and Threats – Turnaround

Tool 6. District Capacity to Support Turnarounds

Instructions: Note the extent to which your district has or can develop governance capacity to support turnaround schools. The more items that fall into the Weaknesses or Threats categories, the less likely schools are to achieve, maintain, and replicate successful turnarounds in your district.

| Creating The Environment | Tools and Strengths We do this well already | Weaknesses This is unlikely in our district. To do this, we would have to change in these ways | Opportunities These likely changes in our external environment would allow us to do this | Threats These likely external changes would harm our ability to do this |
|--|---|--|--|---|
| <p>Freedom to act: We will allow turnaround schools to do things very differently even if this diminishes district efficiency and consistency. Turnaround schools may differ in areas such as curriculum, daily and annual schedule, discipline, teaching method, staff hiring, and management.</p> | | | | |
| <p>Accountability: We will set clear, high improvement goals for turnaround schools. We will monitor and publicly report school achievement and progress frequently.</p> | | | | |
| <p>Timetable: We will set short, clear timetables for turnaround schools to demonstrate large improvements, typically in one year. We also will give turnaround leaders time to plan and prepare in advance.</p> | | | | |
| <p>Support that helps without hijacking: We will provide financial, technical, data, transportation, human resources, and other services as requested to support turnaround schools even when less efficient or inconsistent with other schools.</p> | | | | |

| Creating the Environment | Tools and Strengths We do this well already | Weaknesses This is unlikely in our district. To do this, we would have to change in these ways | Opportunities These likely changes in our external environment would allow us to do this | Threats These likely external changes would harm our ability to do this |
|--|---|--|--|---|
| <p>Effective school practices: We accept that effective school practices may appear different for children who have not been successful learners in the past; we will accept these deviations rather than trying to fit turnaround schools into current practices (e.g., school day length, discipline policies, hiring practices).</p> | | | | |
| <p>Staffing: We will support turnaround leaders who have demonstrated Year 1 success by facilitating transfer or removal of teachers or staff who are unable or unwilling to make the same successful changes as other staff. We will seek union waivers to allow this.</p> | | | | |
| <p>Commitment: We are willing to restructure the same school(s) again if a turnaround is not successful.</p> | | | | |

Source: The Center for Comprehensive School Reform and Improvement, (2009). School Restructuring: What Works When? A guide for education leaders. Washington, D.C., Learning Point Associates.

Tool 7. Restart Checklist

CONTRACTING WITH EXTERNAL EDUCATION MANAGEMENT PROVIDERS

SUCCESSFUL CONTRACTING FOR EDUCATION MANAGEMENT REQUIRES...

The District to:

- Use a rigorous selection process to choose contract school providers, including:
 - A clear, fair, well-organized selection process that is open to the public.
 - Rigorous assessment of applicant providers' knowledge, skill, and track record for action.
 - Thorough applicant review from the educational, organizational, legal, and financial perspectives.
- Include stakeholders such as parents and community groups while pressing forward with change.
- Devote staff and other resources exclusively to the management contracting function.
- Establish freedom of contract schools to veer from district practices.
- Clarify roles of the school provider and district in the contract.
- Clarify in the contract support that the district will provide, including facilities, funding, and services.
- Ensure that district central office staff support the contract school as intended and contracted.
- Ensure that providers know how to choose and manage school leaders with entrepreneurial capabilities.
- Obtain union contract waivers allowing changes needed for learning by previously unsuccessful students and allowing removal of ineffective staff.
- Establish clear goals for school performance and monitor school performance closely.
- Establish a clear timeframe for large student learning improvements.
- Provide planning time before contract school opening (more than one summer; up to one year).
- Cancel the contract and restructure again when a contract provider is not successful.

The School Management Provider or EMO to:

- Adapt its program as required to the needs of the student population.
- Choose a capable school leader and manage that person well.

The School Leader to:

- Demonstrate behavioral competencies of entrepreneurs and school leaders: driving for results; solving problems; showing confidence; influencing others; conceptual thinking; team leadership; and organizational commitment.
- Understand effective school practices and apply to students in the school.
- Hire staff who will best ensure student learning success, whether new or from previous school.

School Staff to:

- Commit to and act on the school's mission.
- Contribute to start-up and sustained school success or leave the school.

Parents and Community Groups to:

- Understand that current school performance is not good enough.
- Believe that all children in the school can learn.
- Support closing and reopening the school despite possible loss of relationships with staff and leader.

Teachers Union to:

- Allow contractors who achieve large learning improvements to remove ineffective teachers and staff.
- Support waivers allowing changes needed for learning by previously unsuccessful students.
- If contract includes maintenance of union contract, no action required if contract does not require school management provider to hire union staff.

Tool 8. Restart Checklist: Reopening as a Charter School

SUCCESSFUL DISTRICT-AUTHORIZED CHARTER SCHOOLS REQUIRE...

The District to:

- Use a rigorous selection process to choose charter school providers, including:
 - A clear, fair, well-organized selection process.
 - Rigorous assessment of applicant providers' knowledge, skill, and track record for action.
 - Thorough applicant review from the educational, organizational, legal, and financial perspectives.
- Devote staff and other resources exclusively to the charter authorizing function.
- Include stakeholders such as parents and community groups while pressing forward with change.
- Maintain freedom of charter schools to veer from district practices.
- Provide adequate funding aligned with district schools' funding.
- Ensure that providers know how to choose and manage school leaders with entrepreneurial capabilities.
- Establish clear goals for school performance and monitor school performance closely.
- Establish a clear timeframe for large student learning improvements.
- Provide planning time before charter school opening (more than one summer; up to one year).
- Revoke the charter and restructure again when a charter school is not successful.

The School Governance Board to:

- Commit to a school mission and goals, including strong learning results by all children.
- Measure school performance against goals.
- Clarify roles on the governance board.
- Practice effective governance: appropriate structure, size, committees, officers, and board composition.
- Focus on strategy, not day-to-day school management.
- Choose an entrepreneurial school leader and manage that person well.

The School Leader to:

- Demonstrate behavioral competencies of entrepreneurs and school leaders: driving for results; solving problems; showing confidence; influencing others; conceptual thinking; team leadership; and organizational commitment.
- Understand effective school practices and apply to students in the school.
- Hire staff who will best ensure student learning success, whether new or from previous school.

School Staff Members to:

- Commit to and act on the school's mission.
- Contribute to start-up and sustained school success or leave the school.

Parents and Community Groups to:

- Understand that current school performance is not good enough.
- Believe that all children in the school can learn.
- Support closing and reopening the school despite loss of relationships with school staff and leader.

Teachers Union to:

- Allow charter school leaders who achieve large learning improvements to remove from the school teachers and other staff who have not made needed changes.
- Support waivers allowing changes needed for learning by previously unsuccessful students.
- If state law or charter contract require maintenance of union contract, no action required if charter schools are not required to follow union contract.

Tool 9. District Capacity to Support Chartering and Contracting

Instructions: Note the extent to which your district has or can develop governance capacity to contract or charter with external school providers. The more items that fall into the Weaknesses or Threats categories, the less likely contract and charter schools are to be successful in your district.

| Creating the Environment | Tools and Strengths We do this well already | Weaknesses This is unlikely in our district. To do this, we would have to change in these ways | Opportunities These likely changes in our external environment would allow us to do this | Threats These likely external changes would harm our ability to do this |
|---|---|--|--|---|
| <p>Rigorous selection: We will employ a systematic process that grants charters and contracts only to providers that are very likely to succeed because of the quality of their teams and plans.</p> | | | | |
| <p>Freedom to act: We will allow contract and charter schools to do things very differently and will clarify this in the contract or charter. These schools may differ in areas such as curriculum, daily and annual schedule, discipline, teaching method, use of funds, staff hiring, and management.</p> | | | | |
| <p>Accountability: We will set clear, high performance goals for charter and contract schools. We will monitor and publicly report school achievement and progress frequently.</p> | | | | |
| <p>Timetable: We will set short, clear timetables for start-up schools to demonstrate large improvements, typically in one year. We also will give providers time to plan and prepare in advance.</p> | | | | |
| <p>Support that helps without hijacking: We will provide negotiated financial, technical, data, human resources, transportation, and other services to contract schools, even when less efficient or inconsistent with other schools. (This is less often necessary with charter schools than contract schools.)</p> | | | | |

| Creating the Environment | Tools and Strengths We do this well already | Weaknesses This is unlikely in our district. To do this, we would have to change in these ways | Opportunities These likely changes in our external environment would allow us to do this | Threats These likely external changes would harm our ability to do this |
|---|---|--|--|---|
| Effective school practices: We will not require contract or charter schools to follow district practices in areas such as school day length, discipline policies, and hiring. | | | | |
| Staffing: While we may encourage charter or contract providers to rehire capable district staff (e.g., by providing resumes), we will allow them full discretion to hire only teachers who meet their hiring criteria. | | | | |
| Commitment: We are willing to shut down and restructure the same school(s) again if a fresh-start charter or contract effort is not successful. | | | | |

Source: The Center for Comprehensive School Reform and Improvement, (2009). School Restructuring: What Works When? A guide for education leaders. Washington, D.C., Learning Point Associates.

Tool 10. Transformation Checklist

SUCCESSFUL TRANSFORMATIONS REQUIRE...

The District to:

- Select a new leader for the school, and determine what experience, training, and skills the new leader must be expected to possess.
- Decide how it will enable the new leader to make strategic staff replacements.
- Decipher its own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies.
- Allow changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) that must accompany the transformation.
- Determine what changes in operational practice must accompany the transformation, and how these changes are brought about and sustained.
- 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.
- Establish schedules and strategies that provide increased learning time.
- Ensure that the school receives ongoing, intensive technical assistance and related support from the district or a designated external lead or support partner organization.

The School Leader to:

- Understand effective school practices and apply to students in the school.
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals.
- 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.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
- Influence stakeholder to support change:
 - Communicate current problems, why current situation is unacceptable.
 - Communicate positive vision of future school success.
 - Silence naysayers with speedy success.
- Provide ongoing mechanisms for family and community engagement.

School Staff Member to:

- Use student data to inform and differentiate instructions in order to meet the academic needs of individual students.
- Increase rigor by offering opportunities for students to enroll in advanced coursework.
- Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduation.

Tool 11. Closure Checklist

SUCCESSFUL CLOSURES REQUIRE...

The District to:

- Assess the district's capacity to manage the closing of schools, including all of the steps involved in closing schools. Address capacity issues prior to the closing of schools.
- Consider school closure in content of a larger reform effort.
- Determine the metrics to identify schools to be closed.
- Ensure steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community.
- Work out how the students and their families will be supported by the district through the re-enrollment process.
- Determine which higher-achieving schools have the capacity to receive students from the schools being considered for closure.
- Develop systems that provide ongoing support and oversight to receiving schools.
- Identify how the receiving schools will be staffed with quality staff to accommodate the increase in students.
- Determine how current staff will be reassigned—and the process for determining which staff members are dismissed and which staff members are reassigned?
- Examine statutory policy, and collective bargaining context relevant to the school in order to prepare for removal of current staff.
- Determine what supports will be provided to recipient schools if current staff members are reassigned.
- Consider what safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s).
- Identify the budgetary implications of retaining surplus staff within the LEA if that is necessary.
- Decide how it will track student progress in the recipient schools.
- Develop a communication strategy that provides concrete information about how students will benefit from the proposed closures.
- Determine what is the impact of school closure to the school's neighborhood, enrollment area, or community.
- Provide families timely and accurate information about their options.

Receiving School staff to:

- Establish performance benchmarks for incoming students.
- Build and increase staff capacity to make the transition successful.
- Initiate personal contact with parents and students, plan social opportunities for new families, invite new parents to participate on school-wide committees.

Source: Perlman, C. & Redding, S. (2009). Handbook on Effective Implementation of School Improvement Grants. Lincoln, IL: Academic Development Institute.

Steirner, L. (2009). Touch Decisions. Lincoln, IL: Academic Development Institute.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Tier I and Tier II Schools Eligible but Not Served**

| SCHOOL NAME | NCES ID # | TIER | | REASON FOR NOT BEING SERVED |
|-------------|-----------|--------------------------|--------------------------|-----------------------------|
| | | I | II | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | |

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

**FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Proposal Abstract**

PART A: Briefly describe the overall objectives and activities related to the grant. Do not exceed 10 pages.

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

**FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Proposal Abstract**

PART A: Briefly describe the overall objectives and activities related to the grant. Do not exceed 10 pages.

DISTRICT NAME AND NUMBER

REGION, COUNTY, DISTRICT, TYPE CODE

**FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Proposal Abstract**

PART A: Briefly describe the overall objectives and activities related to the grant. Do not exceed 10 pages.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Selected Lead and Supporting Partners**

| | |
|--|--|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
| NAME OF SCHOOL TO BE SERVED | |
| NAME OF EXTERNAL PARTNER, CMO, OR EMO | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO |
| ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget) | |

| | |
|--|--|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
| NAME OF SCHOOL TO BE SERVED | |
| NAME OF EXTERNAL PARTNER, CMO, OR EMO | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO |
| ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget) | |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Selected Lead and Supporting Partners**

| | |
|--|--|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
| NAME OF SCHOOL TO BE SERVED | |
| NAME OF EXTERNAL PARTNER, CMO, OR EMO | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO |
| ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget) | |

| | |
|--|--|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
| NAME OF SCHOOL TO BE SERVED | |
| NAME OF EXTERNAL PARTNER, CMO, OR EMO | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO |
| ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget) | |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Selected Lead and Supporting Partners**

| | |
|--|--|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
| NAME OF SCHOOL TO BE SERVED | |
| NAME OF EXTERNAL PARTNER, CMO, OR EMO | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO |
| ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget) | |

| | |
|--|--|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
| NAME OF SCHOOL TO BE SERVED | |
| NAME OF EXTERNAL PARTNER, CMO, OR EMO | ADDRESS (Street, City, State, Zip Code) |
| MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED | EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO |
| ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget) | |

LEA Stakeholders Consultation and Signature Form

Directions: LEA must consult with stakeholders. Below please describe the consultation process and partner engagement. Key stakeholders include union representatives, school board representatives, lead or support partners and/or CMO or EMO, parents (i.e. school improvement team, parent advisory council, PTO, PTA) and any additional stakeholders. Add additional pages if necessary.

LEA Stakeholders Consultation and Signature Form

Directions: LEA must consult with stakeholders. Below please describe the consultation process and partner engagement. Key stakeholders include union representatives, school board representatives, lead or support partners and/or CMO or EMO, parents (i.e. school improvement team, parent advisory council, PTO, PTA) and any additional stakeholders. Add additional pages if necessary.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: _____

| Objective #: _____ | Measurable Outcome(s) | Evidence of Improvement or Progress | Target Date | Includes |
|--------------------|-----------------------|-------------------------------------|-------------|--|
| | | | | <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: _____

| Objective #: _____ | Measurable Outcome(s) | Evidence of Improvement or Progress | Target Date | Includes |
|--------------------|-----------------------|-------------------------------------|-------------|--|
| | | | | <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Strategies to Address Leading Indicators**

Directions: LEA should identify strategies to address each leading indicator. As strategies are developed there should be a connection to the LEA proposed activities in section II of the LEA Proposal Narrative Requirements Section of the RFP.

| LEADING INDICATOR | 2007-2008 LEA AVERAGE | 2008 - 2009 LEA AVERAGE | BASELINE INFORMATION | STRATEGY FOR IMPROVEMENT |
|--|-----------------------|-------------------------|----------------------|--------------------------|
| 1. Number of minutes within the school year | | | | |
| 2. Student participation rate on State assessments in reading/ language arts and mathematics, by student subgroup | | | | |
| 3. Dropout Rate | | | | |
| 4. Student Attendance Rate | | | | |
| 5. Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes | | | | |
| 6. Discipline Incidents | | | | |
| 7. Truants | | | | |
| 8. Distribution of teachers by performance level on an LEA's teacher evaluation system | | | | |
| 9. Teacher Attendance Rate | | | | |

SUSTAINABILITY PLAN

YEAR ONE – 2013-2014

Directions: Create a sustainability plan for each year. Please describe each strategy to sustain the implementation of the model selected. Address each area below on the three year timeline and beyond the life of the grant.

| BUILDING LEADERSHIP CAPACITY | MONITORING OPERATIONAL EFFECTIVENESS | ALIGNING RESOURCES AND SUPPORT SYSTEMS | USING QUALITY DATA TO INFORM DECISION MAKING | RECRUITING, RETAINING, AND EVALUATING QUALITY TEACHERS AND ADMINISTRATORS |
|-------------------------------------|---|---|---|--|
| | | | | |

Additional Considerations:

SUSTAINABILITY PLAN

YEAR TWO – 2014-2015

Directions: Create a sustainability plan for each year. Please describe each strategy to sustain the implementation of the model selected. Address each area below on the three year timeline and beyond the life of the grant.

| BUILDING LEADERSHIP CAPACITY | MONITORING OPERATIONAL EFFECTIVENESS | ALIGNING RESOURCES AND SUPPORT SYSTEMS | USING QUALITY DATA TO INFORM DECISION MAKING | RECRUITING, RETAINING, AND EVALUATING QUALITY TEACHERS AND ADMINISTRATORS |
|------------------------------|--------------------------------------|--|--|---|
| | | | | |

Additional Considerations:

SUSTAINABILITY PLAN

YEAR THREE – 2015-2016

Directions: Create a sustainability plan for each year. Please describe each strategy to sustain the implementation of the model selected. Address each area below on the three year timeline and beyond the life of the grant.

| BUILDING LEADERSHIP CAPACITY | MONITORING OPERATIONAL EFFECTIVENESS | ALIGNING RESOURCES AND SUPPORT SYSTEMS | USING QUALITY DATA TO INFORM DECISION MAKING | RECRUITING, RETAINING, AND EVALUATING QUALITY TEACHERS AND ADMINISTRATORS |
|------------------------------|--------------------------------------|--|--|---|
| | | | | |

Additional Considerations:

Initial Budget Amendment (No. _____) **LEA Comprehensive Budget**
 Revised Initial Budget ARRA Regular

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 1: 2010-~~8~~11

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2011 |

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER | | | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
| E-MAIL ADDRESS | | FAX NUMBER (Include Area Code) | |

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| LINE | FUNCTION NUMBER (1) | EXPENDITURE ACCOUNT (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT** (9) | TOTAL (11) | PAYMENT SCHEDULE |
|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|------------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | | |
| 1 | 1000 | Instruction | | | | | | | | | July-August |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | | September |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | | October |
| 9 | 2230 | Assessment & Testing | | | | | | | | | November |
| 10 | 2300 | General Administration | | | | | | | | | |
| 11 | 2400 | School Administration | | | | | | | | | December |
| 13 | 2520 | Fiscal Services* | | | | | | | | | January |
| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | | |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | | February |
| 17 | 2560 | Food Services | | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | | March |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | | April |
| 22 | 2640 | Staff Services* | | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | | May |
| 24 | 2900 | Other Support Services | | | | | | | | | |
| 25 | 3000 | Community Services | | | | | | | | | June |
| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | | July-August |
| 30 | TOTAL BUDGET | | | | | | | | | | |
| | | | | | | | | | | | TOTAL |
| | | | | | | | | | | | \$ _____ |

* If expenditures are shown, the indirect costs rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

 Date Original Signature of Superintendent or Administrator Date Original Signature of ISBE Division Administrator, Innovation & Improvement

Initial Budget Amendment (No. _____) **LEA Comprehensive Budget**
 Revised Initial Budget ARRA Regular

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 2: 2011-2012

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER | | | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
| E-MAIL ADDRESS | | FAX NUMBER (Include Area Code) | |

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2012 |

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| LINE | FUNCTION NUMBER (1) | EXPENDITURE ACCOUNT (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT** (9) | TOTAL (11) | PAYMENT SCHEDULE |
|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|------------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | | |
| 1 | 1000 | Instruction | | | | | | | | | July-August |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | | September |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | | October |
| 9 | 2230 | Assessment & Testing | | | | | | | | | November |
| 10 | 2300 | General Administration | | | | | | | | | |
| 11 | 2400 | School Administration | | | | | | | | | December |
| 13 | 2520 | Fiscal Services* | | | | | | | | | January |
| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | | |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | | February |
| 17 | 2560 | Food Services | | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | | March |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | | April |
| 22 | 2640 | Staff Services* | | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | | May |
| 24 | 2900 | Other Support Services | | | | | | | | | |
| 25 | 3000 | Community Services | | | | | | | | | June |
| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | | July-August |
| 30 | TOTAL BUDGET | | | | | | | | | | |
| | | | | | | | | | | | TOTAL |
| | | | | | | | | | | | \$ _____ |

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Initial Budget
 Amendment (No. _____)
 LEA Comprehensive Budget
 Revised Initial Budget
 ARRA
 Regular

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 3: 2012-2013

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2013 |

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER | | | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
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|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|------------------|
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| 1 | 1000 | Instruction | | | | | | | | | July-August |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | | September |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | | October |
| 9 | 2230 | Assessment & Testing | | | | | | | | | November |
| 10 | 2300 | General Administration | | | | | | | | | |
| 11 | 2400 | School Administration | | | | | | | | | December |
| 13 | 2520 | Fiscal Services* | | | | | | | | | January |
| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | | |
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| 17 | 2560 | Food Services | | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | | March |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | | April |
| 22 | 2640 | Staff Services* | | | | | | | | | |
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| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | | July-August |
| 30 | TOTAL BUDGET | | | | | | | | | | |
| | | | | | | | | | | | TOTAL |
| | | | | | | | | | | | \$ _____ |

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_____ Date
 _____ Original Signature of Superintendent or Administrator
 _____ Date
 _____ Original Signature of ISBE Division Administrator, Innovation & Improvement

Initial Budget Amendment (No. _____)

Revised Initial Budget ARRA Regular **LEA Budget**

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER | | | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
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ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 1: 2010-2011

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2011 |

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|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|
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| 1 | 1000 | Instruction | | | | | | | | |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | |
| 9 | 2230 | Assessment & Testing | | | | | | | | |
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| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | |
| 17 | 2560 | Food Services | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | |
| 22 | 2640 | Staff Services* | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | |
| 24 | 2900 | Other Support Services | | | | | | | | |
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| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | |
| 30 | TOTAL BUDGET | | | | | | | | | |

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- Initial Budget Amendment (No. _____)
 Revised Initial Budget ARRA Regular **LEA Budget**

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 2: 2011-2012

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2012 |

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER | | | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
| E-MAIL ADDRESS | | FAX NUMBER (Include Area Code) | |

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| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| 1 | 1000 | Instruction | | | | | | | | |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | |
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| 30 | TOTAL BUDGET | | | | | | | | | |

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- Initial Budget Amendment (No. _____)
 Revised Initial Budget ARRA Regular **LEA Budget**

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 3: 2012-2013

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2013 |

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER | | | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
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|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| 1 | 1000 | Instruction | | | | | | | | |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | |
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| 10 | 2300 | General Administration | | | | | | | | |
| 13 | 2520 | Fiscal Services* | | | | | | | | |
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| 16 | 2550 | Pupil Transportation Services | | | | | | | | |
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| 24 | 2900 | Other Support Services | | | | | | | | |
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| 28 | Total Direct Costs | | | | | | | | | |
| 30 | TOTAL BUDGET | | | | | | | | | |

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LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

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| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY ** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT ** (9) | TOTAL (11) |
|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
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| | | | | | | | | | |

LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

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|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
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LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
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| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
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|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
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| | | | | | | | | | |

LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
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|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
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| | | | | | | | | | |

LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
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| | | | | | | | | | |

LEA Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

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| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY ** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT ** (9) | TOTAL (11) |
|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

ISBE USE ONLY

ARRA

Regular

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ATTACHMENT 14

DUE DATE
JUNE 14, 2010

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Cover Sheet for Individual School Submission

APPLICANT INFORMATION

| | | | |
|---|--|-------------------------------|-------------------------|
| REGION, COUNTY, DISTRICT, TYPE CODE | | DISTRICT NAME AND NUMBER | |
| NAME OF PRINCIPAL | | SCHOOL NAME | |
| ADDRESS (Street, City, State, Zip Code) | | TELEPHONE (Include Area Code) | FAX (Include Area Code) |

E-MAIL _____

| | | | |
|---|--|-------------------------------|-------------------------|
| PRIMARY CONTACT | | SCHOOL NAME | |
| ADDRESS (Street, City, State, Zip Code) | | TELEPHONE (Include Area Code) | FAX (Include Area Code) |

E-MAIL _____

TYPE OF SCHOOL

Secondary Elementary Enrollment AYP Status: _____ (e.g. Restructuring, Academic Watch Year 3)

AYP for LEP Subgroup Yes No

| Metrics to be Collected* | 2007-2008 | 2008-2009 |
|--|---|---|
| All Subgroup Reading Meet/Exceeds % | | |
| All Subgroup Math Meet/Exceeds % | | |
| Dropout Rate % | | |
| Student Attendance Rate % | | |
| Discipline % | | |
| Truants % | | |
| Number of Students Completing Advanced Coursework | | |
| % of Students Completing Advanced Coursework Based on Total School Enrollment | | |
| Number of Minutes Within the School Year that Students Are to Attend School | | |
| Teacher Attendance Rate% | | |
| College Enrollment – Number of Students | | |
| College Enrollment – % of Total Enrollment of 12th Grade | | |
| Distribution of Teachers by Performance Level on LEA's Teacher Evaluation System | High _____ Medium _____ Low _____ | High _____ Medium _____ Low _____ |

*If y this data is not available, enter N/C (not collected). If this data is not available because it does not apply to your school enter N/A (not applicable).

- Initial Budget Amendment (No. _____) **Individual School Budget**
 Revised Initial Budget ARRA Regular

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 1: 2010-2011

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2011 |

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| SCHOOL NAME | | DISTRICT NAME AND NUMBER | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
| E-MAIL ADDRESS | | FAX NUMBER (Include Area Code) | |

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| LINE | FUNCTION NUMBER (1) | EXPENDITURE ACCOUNT (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT** (9) | TOTAL (11) |
|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| 1 | 1000 | Instruction | | | | | | | | |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | |
| 9 | 2230 | Assessment & Testing | | | | | | | | |
| 10 | 2300 | General Administration | | | | | | | | |
| 11 | 2400 | School Administration | | | | | | | | |
| 13 | 2520 | Fiscal Services* | | | | | | | | |
| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | |
| 17 | 2560 | Food Services | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | |
| 22 | 2640 | Staff Services* | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | |
| 24 | 2900 | Other Support Services | | | | | | | | |
| 25 | 3000 | Community Services | | | | | | | | |
| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | |
| 30 | TOTAL BUDGET | | | | | | | | | |

* If expenditures are shown, the indirect costs rate cannot be used. ** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

Initial Budget Amendment (No. _____) **Individual School Budget**
 Revised Initial Budget ARRA Regular

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 2: 2011-2012

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2012 |

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| LINE | FUNCTION NUMBER (1) | EXPENDITURE ACCOUNT (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT** (9) | TOTAL (11) |
|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| 1 | 1000 | Instruction | | | | | | | | |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | |
| 9 | 2230 | Assessment & Testing | | | | | | | | |
| 10 | 2300 | General Administration | | | | | | | | |
| 11 | 2400 | School Administration | | | | | | | | |
| 13 | 2520 | Fiscal Services* | | | | | | | | |
| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | |
| 17 | 2560 | Food Services | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | |
| 22 | 2640 | Staff Services* | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | |
| 24 | 2900 | Other Support Services | | | | | | | | |
| 25 | 3000 | Community Services | | | | | | | | |
| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | |
| 30 | TOTAL BUDGET | | | | | | | | | |

* If expenditures are shown, the indirect costs rate cannot be used. ** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

Initial Budget Amendment (No. _____) **Individual School**
 Revised Initial Budget ARRA Regular **Budget**

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 3: 2012-2013

| | | |
|----------------------|------------------------------------|-------------------------------|
| ISBE USE ONLY | PROGRAM APPROVAL DATE AND INITIALS | |
| | TOTAL FUNDS | |
| | CARRYOVER FUNDS | |
| | CURRENT FUNDS | |
| | BEGIN DATE | END DATE 06/30/2013 |

| | | | |
|--------------------------|-------------------------------------|--------------------------------------|-----------------|
| FISCAL YEAR 11 | SOURCE OF FUNDS CODE 4855 | REGION, COUNTY, DISTRICT, TYPE CODE | SUBMISSION DATE |
| SCHOOL NAME | | DISTRICT NAME AND NUMBER | |
| CONTACT PERSON | | TELEPHONE NUMBER (Include Area Code) | |
| E-MAIL ADDRESS | | FAX NUMBER (Include Area Code) | |

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| LINE | FUNCTION NUMBER (1) | EXPENDITURE ACCOUNT (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT** (9) | TOTAL (11) |
|------|---------------------|---|--------------|-----------------------|------------------------|----------------------------|----------------------|-------------------|---------------------------------|------------|
| | | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| 1 | 1000 | Instruction | | | | | | | | |
| 2 | 2110 | Attendance & Social Work Services | | | | | | | | |
| 7 | 2210 | Improvement of Instruction Services | | | | | | | | |
| 8 | 2220 | Educational Media Services | | | | | | | | |
| 9 | 2230 | Assessment & Testing | | | | | | | | |
| 10 | 2300 | General Administration | | | | | | | | |
| 11 | 2400 | School Administration | | | | | | | | |
| 13 | 2520 | Fiscal Services* | | | | | | | | |
| 15 | 2540 | Operation & Maintenance of Plant Services | | | | | | | | |
| 16 | 2550 | Pupil Transportation Services | | | | | | | | |
| 17 | 2560 | Food Services | | | | | | | | |
| 18 | 2570 | Internal Services* | | | | | | | | |
| 20 | 2620 | Planning, Research, Development & Evaluation Services | | | | | | | | |
| 21 | 2630 | Information Services | | | | | | | | |
| 22 | 2640 | Staff Services* | | | | | | | | |
| 23 | 2660 | Data Processing Services* | | | | | | | | |
| 24 | 2900 | Other Support Services | | | | | | | | |
| 25 | 3000 | Community Services | | | | | | | | |
| 26 | 4000 | Payments to Other Districts or Government Units | | | | | | | | |
| 28 | Total Direct Costs | | | | | | | | | |
| 30 | TOTAL BUDGET | | | | | | | | | |

* If expenditures are shown, the indirect costs rate cannot be used. ** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

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|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY ** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT ** (9) | TOTAL (11) |
|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

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|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY ** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT ** (9) | TOTAL (11) |
|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY ** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT ** (9) | TOTAL (11) |
|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) <small>(Obj. 100s)</small> | EMPLOYEE BENEFITS (4) <small>(Obj. 200s)</small> | PURCHASED SERVICES (5) <small>(Obj. 300s)</small> | SUPPLIES AND MATERIALS (6) <small>(Obj. 400s)</small> | CAPITAL OUTLAY ** (7) <small>(Obj. 500s)</small> | OTHER OBJECTS (8) <small>(Obj. 600s)</small> | NON-CAPITALIZED EQUIPMENT ** (9) <small>(Obj. 700s)</small> | TOTAL (11) |
|------------------------|--|---|--|---|---|--|--|---|---------------|
| | | | | | | | | | |

Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

| | | |
|-------------|--------------------------|-------------------------------------|
| SCHOOL NAME | DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|-------------|--------------------------|-------------------------------------|

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

| FUNCTION NUMBER (1) | EXPENDITURE DESCRIPTION AND ITEMIZATION (2) | SALARIES (3) | EMPLOYEE BENEFITS (4) | PURCHASED SERVICES (5) | SUPPLIES AND MATERIALS (6) | CAPITAL OUTLAY ** (7) | OTHER OBJECTS (8) | NON-CAPITALIZED EQUIPMENT ** (9) | TOTAL (11) |
|------------------------|--|-----------------|--------------------------|---------------------------|-------------------------------|--------------------------|----------------------|-------------------------------------|---------------|
| | | (Obj. 100s) | (Obj. 200s) | (Obj. 300s) | (Obj. 400s) | (Obj. 500s) | (Obj. 600s) | (Obj. 700s) | |
| | | | | | | | | | |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME _____

Directions: Identify the school level strategies to be implemented based on the LEA goals and objectives. Be sure to use Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals. Be sure to indicate evidence of improvement, target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #: _____

LEA Objective #: _____

| School Strategy | Evidence of Improvement | Target Date for Completion | Responsible Person or Position |
|-----------------|-------------------------|----------------------------|--------------------------------|
| | | | |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME _____

Directions: Identify the school level strategies to be implemented based on the LEA goals and objectives. Be sure to use Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals. Be sure to indicate evidence of improvement, target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #: _____

LEA Objective #: _____

| School Strategy | Evidence of Improvement | Target Date for Completion | Responsible Person or Position |
|-----------------|-------------------------|----------------------------|--------------------------------|
| | | | |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME _____

Directions: Identify the school level strategies to be implemented based on the LEA goals and objectives. Be sure to use Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals. Be sure to indicate evidence of improvement, target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #: _____

LEA Objective #: _____

| School Strategy | Evidence of Improvement | Target Date for completion | Responsible Person or Position |
|-----------------|-------------------------|----------------------------|--------------------------------|
| | | | |

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME _____

Directions: Identify the school level strategies to be implemented based on the LEA goals and objectives. Be sure to use Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals. Be sure to indicate evidence of improvement, target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #: _____

LEA Objective #: _____

| School Strategy | Evidence of Improvement | Target Date for completion | Responsible Person or Position |
|-----------------|-------------------------|----------------------------|--------------------------------|
| | | | |

**FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Waivers**

| | |
|--------------------------|-------------------------------------|
| DISTRICT NAME AND NUMBER | REGION, COUNTY, DISTRICT, TYPE CODE |
|--------------------------|-------------------------------------|

WAIVERS: The LEA must check each waiver it intends to implement for each school it is applying for funds.

| SCHOOL NAME | STARTING OVER In the school improvement status timeline for Tier I and Tier II schools implementing a turnaround or restart model. | SCHOOLWIDE Implement a schoolwide program in a Tier I and Tier II schools that does not meet the 40 percent poverty eligibility threshold. | NOT APPLYING FOR WAIVER |
|-------------|---|---|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CERTIFICATIONS AND ASSURANCES AND STANDARD TERMS OF THE GRANT

(Insert Applicant's Name Here)

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*

- Individual Corporation Partnership Unincorporated association Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District/School Code, as applicable:

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

“Applicant” means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

“Award recipient” means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms “grantee” and “award recipient” may be used interchangeably.

“Expenditure through dates” are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

“Grant” means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms “grant,” “award,” and “project” may be used interchangeably.

“Project” means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word “Term” means the period of time from the project beginning date through the project ending date.

PROJECT

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the “project.” In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.

10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
 - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date. Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within

forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
16. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.,

- 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
 23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
 24. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
 25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
 26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
 27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
 28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
 29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
 30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not (a) employ individuals, (b) allow individuals to volunteer, or (c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
 31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; (b) identifies the allocation methods used for distributing the costs among programs; (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; (d) requires the propriety of the charges to be substantiated; and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
 32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
 33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - (a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from ISBE for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - (f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;

- (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.

DRUG-FREE WORKPLACE CERTIFICATION

35. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years. For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) Abide by the terms of the statement; and
 - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency with ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by Section 5 of the Drug Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

Signature of Authorized Official

Title

Date

Name of Authorized Official (Type or Print)

Illinois State Board of Education
CERTIFICATIONS AND ASSURANCES FOR THE
AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 (ARRA)

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which funds are made available to such LEA by and through the American Recovery and Reinvestment Act of 2009 (collectively, "ARRA Programs", and each, an "ARRA Program").

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

- Individual Corporation Partnership Unincorporated association Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District /Type Code, as applicable:

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local education agency.

"ARRA" means the American Recovery and Reinvestment Act of 2009.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the ARRA Programs:

- 1. The LEA will not use ARRA Program funds for any aquarium, zoo, golf course, or swimming pool;
2. For any project supported with ARRA Program funds, the LEA will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements); and
3. The LEA will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving ARRA Program funds.
4. Notwithstanding anything to the contrary in "Attachment 20", the applicant/award recipient must report on a form prescribed by ISBE all expenditure and other data as required by ARRA Title XV - Accountability and Transparency, Section 1512 within seven days of each quarter reporting period.

Name of Applicant

By: Date Signature of Authorized Official Title

GEPA 442 Assurances – Federal Funded Grants

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which Federal funds are made available to such LEA through ISBE, and which require an application under Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C.A. § 1232e) (collectively, "Programs", and each, a "Program").

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*

- Individual
- Corporation
- Partnership
- Unincorporated association
- Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District /Type Code, as applicable: _____

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local education agency.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the Programs:

1. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
4. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
5. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
6. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
7. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
8. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
9. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Name of Applicant

By: _____
Date Signature of Authorized Official Title

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 Springfield, IL 62777-0001

**Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion
 Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 7 CFR 3017 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published as Part IV of the January 30, 1989 Federal Register (pages 4722-4733) and Part II of the November 26, 2003 Federal Register (pages 66533-66646). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- (2) It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
- (3) It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
- (4) It will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions*, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

| | |
|---|---------------------------------|
| Organization Name | PR/Award Number of Project Name |
| Name and Title of Authorized Representative | |
| Signature | Date |

Instructions for Certification

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Excluded Parties List System" at <http://epls.arnet.gov/>.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name

PR/Award (or Application) Number or Project Name

Name and Title of Authorized Representative

Signature

Date

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 Springfield, IL 62777-0001

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

| | | |
|--|--|---|
| 1. TYPE OF FEDERAL ACTION <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant <input type="checkbox"/> c. Cooperative agreement <input type="checkbox"/> d. Loan <input type="checkbox"/> e. Loan guarantee <input type="checkbox"/> f. Loan insurance | 2. STATUS OF FEDERAL ACTION <input type="checkbox"/> a. Bid/offer/application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award | 3. REPORT TYPE <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For material change only: _____ Year _____ Quarter _____ Date of last report |
|--|--|---|

| | |
|--|---|
| 4. NAME AND ADDRESS OF REPORTING ENTITY <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee, Tier _____, if known _____ Congressional District, if known | 5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME _____ Congressional District, if known |
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|-------------------------------------|--|
| 6. FEDERAL DEPARTMENT/AGENCY | 7. FEDERAL PROGRAM NAME/DESCRIPTION _____ CFDA Number, if applicable |
|-------------------------------------|--|

| | |
|---|--|
| 8. FEDERAL ACTION NUMBER, if known | 9. AWARD AMOUNT, if known \$ _____ |
|---|--|

| | |
|---|--|
| 10a. NAME AND ADDRESS OF LOBBYING ENTITY (If individual, last name, first name, MI) | b. INDIVIDUALS PERFORMING SERVICES (Including address if different from No. 10a) (last name, first name, MI) |
|---|--|

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

| | |
|--|---|
| 11. AMOUNT OF PAYMENT (check all that apply) \$ _____ <input type="checkbox"/> Actual <input type="checkbox"/> Planned | 13. TYPE OF PAYMENT (check all that apply) <input type="checkbox"/> a. Retainer <input type="checkbox"/> b. One-time fee <input type="checkbox"/> c. Commission <input type="checkbox"/> d. Contingent fee <input type="checkbox"/> e. Deferred <input type="checkbox"/> f. Other, specify _____ |
| 12. FORM OF PAYMENT (check all that apply) <input type="checkbox"/> a. Cash <input type="checkbox"/> b. In-kind; specify: nature _____ value _____ | |

| |
|--|
| 14. BRIEF DESCRIPTION OF SERVICES PERFORMED OR TO BE PERFORMED AND DATE(S) OF SERVICE, INCLUDING OFFICER(S), EMPLOYEE(S), OR MEMBER(S) CONTACTED, FOR PAYMENT INDICATED IN ITEM 11. |
|--|

15. YES NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

| | | |
|--|--------------------|------|
| 16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | SIGNATURE | |
| | PRINT NAME OR TYPE | |
| | TITLE | |
| | TELEPHONE NUMBER | DATE |

**INSTRUCTIONS FOR COMPLETION OF
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, Illinois 62777-0001

CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES

REPORTING ENTITY

Addendum

August 2, 2010

Following the release of the FY11 SIG 1003(g) Request for Proposals, Attachment 19: Program-Specific Terms and Agreements was modified. In order to align with the final requirements published by the U.S. Department of Education, LEAs must ensure that full implementation of the selected model occurs in the 2010-2011 school year. Please note that SIG 1003(g) funds may not be used for planning activities. If an LEA or school identified planning activities in its proposal or timeline, these activities are not allowable expenses under the terms of the FY11 SIG 1003(g) grant. ISBE will give the LEA the opportunity to determine if the removal of such activities means that the LEA will need more time to take necessary precursor actions to fully implement its selected model. If this is the case, the LEA may choose to decline the grant for this year and reapply next year. In order to receive an FY11 SIG 1003(g) grant award, an LEA must sign and submit the revised Program-Specific Terms and Agreements form to ISBE.

Appendix C
Comments on Draft of
School Improvement Grants
Request for Proposals



A Union of Professionals

Illinois Federation of Teachers Comments on School Improvement Grants Request for Proposals *March 2010*

The Illinois Federation of Teachers (IFT) appreciates the opportunity to provide comments to the Illinois State Board of Education (ISBE) on the document *Request for Proposals (RFP): School Improvement Grants under Section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA SIG) and School Improvements Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA SIG)*. Although we continue to have concerns about the prescriptive, sometimes unproven elements of school improvement required by the United States Department of Education (ED), the IFT has always been committed to working with ISBE, its staff, local union and district leadership and other stakeholder organizations to facilitate proven, sustainable reforms that support the improvement of teaching and learning in our lowest-performing schools.

IFT appreciates the inclusion of elements of local union involvement where they appear in the RFP, including the “strong” category of the scoring rubric. It is critical that the assessment of LEA grant applications weigh the level of local union involvement throughout the process, as school improvement efforts are more likely to have an impact when local unions are involved at all stages. A significant body of research shows that staff buy-in is critical to success, and local union leaders are instrumental in helping increase staff buy-in. Thus, it is important that the rubric’s elements provide descriptions for local union involvement throughout the “Overview and Rationale” and “Commitment” sections. The rubric should reflect that ISBE expects district administration to reach out to local union leaders to provide them with opportunities for meaningful discussions and collaboration and to engage in an open dialogue throughout the process. As a result, IFT recommends that the rubric’s elements be reviewed to ensure that these key factors include local union participation in:

- completing the needs assessment;
- choosing the federal school improvement model;
- providing input into selecting Lead Partners and Supporting Partners; and
- maintaining involvement throughout the implementation process.

In the absence of being able to review a draft of the LEA Stakeholders Consultation Form (Appendix 6), the IFT suggests the inclusion of the key factors as noted above to this form, to ensure that the local union has both a recognized role in school improvement efforts and ongoing opportunities to provide input throughout the process.

March 2010

In addition to addressing these concerns, the IFT requests that ISBE address our following concerns in the final draft of the RFP:

- The IFT cautions against using the term “turnaround” when referring to school improvement in a general sense, as the RFP does on page 11, since the term is reflective of one specific federal model of school reform.
- The IFT urges ISBE to include additional indicators for holding schools receiving SIG funds accountable, beyond those required by ED. IFT suggests the inclusion of the following indicators: support for teachers and other educators through initial and ongoing professional development, effective scheduling to provide for collaboration time, and school climate/school conditions surveys.
- The IFT strongly feels that the RFP should remove the word “reward” from the LEA assurance related to teacher performance evaluation on page 12. Not all federal improvement models require implementation of a pay for performance system.
- The IFT suggests that the RFP reinforce the role and necessary resources provided by the state prior to an LEA implementing a new performance evaluation system. The RFP should be clear that there are triggers related to state supports and funding required in Public Act 096-0861 which are tied to the implementation date. In order to do this, the IFT encourages that the RFP reference two sections of Public Act 096-0861 to reflect these triggers, specifically Sections 24A-2.5 and 24A-20.

In closing, IFT voices again our ongoing concerns related to the necessity for union involvement and sustained funding beyond federal grant money. While SIG offers opportunities for needed resources to eligible LEAs, these funds are both limited and finite. It is difficult to predict whether SIG funds will cover all of the costs to develop and implement these grant requirements at both the LEA and state level. It is certain that local and state funding will be necessary to sustain these efforts, and it is difficult to assure LEAs that this funding will be available to implement federal SIG requirements with meaningful involvement and input by the local union.

As proposed, these initiatives are expected to remain long after available federal dollars have been allocated and spent. Programs that prove to be effective must be sustained by providing the necessary funding to continue the collaborative work of district administration and local unions.

**Comment Regarding
ISBE Request for Proposals for ARRA SIG and School Improvements Grants under
Section 1003(g) of (ESEA SIG)**

Thank you for the opportunity to comment on ISBE's ARRA SIG and ESEA SIG 1003(g) RFP. As a CCOP Member I understand that the USDE is hastily pressing SEAs to apply for SIG 1003(g) funding using definitions and requirements of four models that have been standardized across the major funding programs authorized under ARRA, RttT, Phase II of state stabilization funds and now SIG. Increasing student achievement in school systems has already been sidetracked by destructive test dominated policies under NCLB. Now the federal government is using fiscal emergencies facing the states to compel SEA's that are desperate for funding to accept unproven reform mandates.

These are concerns related to the USDE's requirements relative to "prescriptive nature" of the four intervention models laid out in the final SIG 1003(g) regulations:

- A lack of research to support the efficacy of the four options for use as Intervention Models.
- The USDE's setting of policy without sound evidence that these models will improve student achievement when the use of data-based decision making has been determined to be successful with chronically low-performing schools.
- Removing 50 percent of the staff in a school as a strategy to improve low-performing schools has not been proven to be an effective strategy for increasing student achievement.
- Choice of one of the four models offers small flexibility when the reliability of the intervention model is unknown.
- Requiring schools to restart under charter, charter management organization (CMO) or education management organization (EMO) control is a drastic provision without allowing the school system to conduct any data analysis or assessment of the real school improvement needs.
- Requiring schools to implement financial incentives, career growth and flexible working conditions that should be a joint effort between the LEA and their local collective bargaining agreement representative.
- Adopting new governance structures such as a "turnaround office" constitutes adding another costly layer of bureaucracy.

I recognize that establishing schedules and implementing strategies that provide increased learning time is a sound research based strategy that is currently used with many reform initiatives. Providing staff with ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program is also a proven strategy to increase student achievement and is an instructionally sound practice in low-performing schools. The proposed regulations assume the best way to improve struggling schools is to turn them into

charter schools or radically alter their school governance and staffing. Studies comparing charter schools and regular public schools show that the performance of students in charter schools is at best comparable but not better. Using SIG 1003(g) funding as an incentive for funding charter schools should not be perceived as an alternative to funding regular public schools. School level governance conditions for accountability and reform include school level decision-making with respect to staff selection, expanding learning time and providing comprehensive services to high needs students. Promoting the continuous use of data is also admirable if said data is available and the staff has been trained and understands how to use data to improve student performance.

Unfortunately this mandate further places undue hardship on ISBE staff due to the financial crisis looming in Illinois and the budget constraints under which ISBE staff already find themselves. As a CCOP member if I can assist with this process please do not hesitate to contact me.

Sincerely,

Ava C. Harston
Educational Issues Director
T: 630/468-4058
F: 630/468-4089
E: aharston@ift-aft.org
Illinois Federation of Teachers
500 Oakmont Lane
Westmont, Illinois 60559

Appendix D
Tier III LEA
Request for Proposals

September 2010

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D.
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): FY 2011 School Improvement Grant - Section 1003(g)
– Tier III
School Improvement Grants under Section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA SIG) and School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA SIG)

General Information

Eligible Applicants: Local educational agencies (LEA) that receive Title I, Part A funds **and** have one or more Tier III schools as described below are eligible to apply. An eligible school district may apply for a SIG on behalf of one or more qualifying schools.

A Tier III school: is any Title I eligible school (based on the 1003(g) definition and guidance) in school improvement, corrective action, or restructuring that is not a Tier I or Tier II school.

Pursuant to the [Guidance on School Improvement Grants Under Section 1003\(g\) of the Elementary and Secondary Education Act of 1965 \(ESEA\)](#), the Illinois State Board of Education (ISBE) has generated eligibility lists respective of Tiers to include the districts and their schools that meet Tier I, Tier II, and Tier III criteria strand. The Tiers eligibility lists are posted at www.isbe.state.il.us/SFSF/default.htm.

Officials from school districts that are not included on the eligibility lists, but believe they qualify as a [Tier III school](#), should contact ISBE in writing at the e-mail address provided in the *Contact Person* section of this RFP.

Grant Award: Annual grant awards to LEAs will range from not less than \$50,000 to \$2 million per participating Tier III school and subject to available funds. Actual allocations will be based on the intervention model chosen and state education agency (SEA) guidelines. It is anticipated that grants will be available for two additional one-year continuation periods, except in the case of school closure. The total amount of available funding for Tier III schools will be determined following completion of the state's competitive application process and funding of the eligible Tier I and Tier II schools.

Payment under this grant is subject to receipt of funds from the U.S. Department of Education (ED) to ISBE. Furthermore, payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly for the program. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program. This grant is funded partially by 1003(g) ARRA funds. Submission of an application for this grant is an

acknowledgement of all reporting requirements pursuant to the American Recovery and Reinvestment Act of 2009, section 1512.

Grant Periods: The grant period will begin no sooner than December 15, 2010, and will extend from the execution date of the grant agreement until June 30, 2011 (FY 2011). Two continuation periods are anticipated—July 1, 2011 to June 30, 2012 (FY 2012) and July 1, 2012 to June 30, 2013 (FY 2013). Funding in the subsequent two continuation periods will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the original proposal and three copies to the address below to ensure receipt no later than **October 18, 2010**.

School Improvement Grants
Illinois State Board of Education
Division of Innovation and Improvement, N-242
100 North First Street
Springfield, Illinois 62777-0001

Proposals also may be hand-delivered to the following locations:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Webinars: ISBE staff has scheduled three different webinars as described below to support applicants with the completion of their proposals.

1. **Needs Assessment Webinar:** Interested applicants will be invited to join an informational webinar related to the LEA Needs Assessment on **[TBD] 2010**. Registration information will be made available at <https://www1.gotomeeting.com/register/918876984>. Applicants are not required to participate in the webinar in order to submit a proposal.
2. **Bidders' Webinar:** Interested applicants will be invited to join an informational webinar related to specific proposal requirements on **[TBD] 2010**. Registration information will be made available at <https://www1.gotomeeting.com/register/753857248>. Bidders are not required to participate in the webinar in order to submit a proposal.
3. **SIG 1003(g) RFP Technical Assistance Webinar:** Interested applicants will be invited to join an informational webinar related to specific program requirements. ISBE staff will respond to frequently asked questions and provide additional technical assistance to help applicants complete their proposals on **[TBD] 2010**. Registration information will be made available at <https://www1.gotomeeting.com/register/637230089>. Bidders are not required to participate in the webinar in order to submit a proposal.

All questions and answers from the webinar will be posted to http://www.isbe.net/sos/htmls/sip_1003.htm and will remain available until the proposal due date. Applicants are advised to access this information before submitting a proposal.

Additional Information and Changes to the RFP: All questions and answers will be posted to http://www.isbe.net/sos/htmls/sip_1003.htm and will remain available until the proposal due date. Should changes to the RFP be made prior to the deadline, ISBE will post those changes to http://www.isbe.net/sos/htmls/sip_1003.htm. Applicants are advised to check the site before submitting a proposal.

Contact Person: For more information on school improvement grants, contact Marci Johnson at 217-524-4832 or marjohns@isbe.net.

Background and Program Specifications

School Improvement Grants, as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), are made available from ED to state education agencies (SEAs) to provide subgrants to local education agencies (LEAs) for use in Title I schools and Title I eligible secondary schools identified for improvement, corrective action, or restructuring. In awarding such grants, ISBE will give priority consideration to those LEAs that demonstrate the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended by the interim final requirements published in the [Federal Register](#) in January 2010, the state must give first priority to serve eligible Tier I or Tier II schools as defined in the *Eligible Applicants* section. Tier III schools may be served based on available funding following completion of the state's competitive application process and funding of the Tier I and Tier II schools.

The American Recovery and Reinvestment Act CFDA (Code of Federal Domestic Assistance) number for the ARRA SIG is #84.388A, and the Award Number is S388A090014. The School Improvement Grant 1003(g) CFDA number for the ESEA SIG is 84.377A, and the award number is S377A090014. Please note that grants funded under 84.388A are funds made available through the ARRA and thus will be subject to additional reporting requirements.

The purpose of the grant is to assist the state's lowest performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. For each of the Tier III schools included in the proposal, the LEA must utilize one of four federal approved school intervention models or the State's redesign model. Priority will be given to Tier III schools that select one of the federal intervention models. Further explanation and details about each model are provided in Appendix A.

1. Turnaround Model
2. Restart Model
3. School Closure
4. Transformation Model
5. Redesign Model

Lead and Supporting Partners

LEAs that are awarded SIGs will be required to work with an external Lead Partner to implement selected intervention models. The State Superintendent has selected, through the procurement process, a number of organizations with demonstrated records of success in supporting academically underperforming schools. In effect, these selected organizations are referred to as *Lead and Supporting Partners*, and are pre-qualified to subcontract and work with LEAs and schools receiving SIGs.

Lead and Supporting Partners are organizations that have served as national and state leaders in school improvement efforts. Lead Partners have been selected to lead and oversee the implementation of the school intervention models whereas Supporting Partners have been selected to assist LEAs with the implementation of district-wide human capital efforts and capacity-building strategies. Ultimately, the

Supporting Partners will support the school-level work of Lead Partners. The Illinois Approved Lead and Supporting Partner lists are located in Appendices B & C respectively.

Lead and Supporting Partners are directly available to LEAs and must be accessed through contractual services executed between the school district and the chosen Partner. In some instances, ISBE may contract with approved Partners and broker services directly to LEAs.

LEAs are encouraged to partner with an organization listed on the Illinois Approved Provider List found at <http://www.isbe.net/apl/default.htm>. For those LEAs, however, desiring to use a provider not included on the Illinois Approved Provider List, pre-approval must be obtained from ISBE. A request for approval must be submitted to ISBE prior to the execution of a subcontract funded with SIG funds and must describe how the LEA recruited, screened, and selected the provider. The proposed provider will be required [to submit an application to ISBE](#) in which they will be asked to detail their experiences and record of success in supporting academically underperforming schools. The application can be obtained at http://www.isbe.net/apl/pdf/partner_application%20final.pdf.

LEAs and Partners are expected to share accountability for the success of selected intervention models in substantially raising student achievement and enabling participating schools to make AYP and exit improvement status. To that end, it is expected that LEAs maintain the authority to terminate subcontracts with partners when identified benchmarks are not being achieved, and specified outcomes are not accomplished. Proposals must include timelines and details of the LEA's plan for the eventual phase-out of Lead and Supporting Partner services. This information must be included in the *Sustainability Plan* (Attachment 10) sections of the proposal.

All LEAs, Lead Partners, and Supporting Partners will be required to participate in data collection, evaluation, and reporting activities specified by ISBE so that successful strategies can be determined and shared throughout the State. In addition, ISBE's procurement for Lead and Supporting Partners focused on the establishment of an outcomes-based measurement model and corresponding metrics for evaluating success by schools, districts, and partners.

Waivers

ISBE has been approved by ED to extend the following waivers to SIG recipients who chose the identified model. (see Attachment 18).

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier III participating schools that will implement a **Turnaround or Restart model** to “start over” in the school improvement status timeline;
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier III Title I participating school that does not meet the poverty threshold; and

Reporting and Evaluation

LEAs awarded a SIG must participate in all evaluation and reporting activities conducted by ED and ISBE which include, but are not limited to:

- Participate fully in on-site reviews conducted by ISBE;
- Participate in designated school improvement activities and technical assistance offered by ISBE;
- Update annual improvement goals;

- Submit a revised budget and annual budget summary;
- Submit quarterly expenditure reports; and
- Submit annual continuation application.

Monitoring

ISBE will monitor each grantee to ensure effective implementation of the proposed activities of the selected school intervention models. The student achievement goals identified under the Improvement Goals section of this RFP and the nine (9) leading indicators identified above will serve as the basis for all monitoring activities.

Fiscal Information

Funding for SIG is made available from section 1003(g) of Title I of the ESEA and from section 1003(g) of ARRA. The total amount of SIG funding available to LEAs for Tier III schools under this RFP will be determined following completion of the state's competitive application process and funding of the eligible Tier I and Tier II schools. Individual grant awards to LEAs will range from not less than \$50,000 to not more than \$2 million annually, per participating Tier III school. The amount of funding requested by the LEA must be commensurate to its capacity to use SIG funds to provide adequate resources and related support to each Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. Annual funding requests must be of sufficient size and scope to implement the selected school intervention models. The total annual LEA funding request, however, may not exceed the number of participating Tier I, Tier II, and Tier III schools multiplied by \$2 million.

ISBE will determine if the amount requested by the LEA is appropriate based on information provided in the proposal evidencing the LEA's capacity to serve participating schools, selected school intervention models, schools being served, and other criteria identified in this RFP. Further information about the criteria for review and approval of proposals is included in the *Criteria for Review and Approval of Proposal* section of this document.

Grant funds are projected to be available for three (3) grant periods including FY 2011, FY 2012, and FY 2013. LEA's must ensure that funds are spent by June 30th of each year of the award. Carryover of funds into the next year of the grant is not permissible. After the initial award, grantees may apply for two additional, one-year periods of funding subject to sufficient federal funding for the program, progress toward meeting defined school goals, progress toward leading indicators, and effective implementation of selected intervention models.

The LEA must propose budgets for district-level activities as well as school-level activities. Further, LEAs must propose a separate budget for each participating Tier III school for each year of the grant (i.e., FYs 2011, 2012, and 2013). Applicants must use the budget forms provided in Attachments 15 and 16 to submit proposed budgets. Budget forms are titled according to these criteria. Applicants are advised to identify appropriate budget forms and prepare accordingly. Budgets must indicate the amount of SIG funds the LEA will use to:

1. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier III schools; and
2. Implement the selected model in each Tier III school it commits to serve.

Use of Funds

The LEA must use ARRA SIG and ESEA SIG funds only for school improvement activities. Funds must be used to supplement the amount of non-federal funds that, in the absence of the Title I monies would otherwise be made available to participating Tier III schools. Therefore, SIG funds **cannot supplant non-federal funds or be used to replace existing services**. The LEA must also ensure that all of its Title I schools are comparable to its non-Title I schools in accordance with section [1120A\(c\) of the ESEA](#).

SIG funds **may not** be used for the following activities:

- Proposal preparation costs;
- Out-of-state travel for staff;
- Food purchases;
- Incentives of non-educational value (e.g., trinkets, cash, etc.);
- Promotional or marketing items;
- Field trips that are recreational in nature (Field trips without academic support will be considered entertainment and will not be funded);
- Motivational speakers;
- Capital improvements such as facility construction, remodeling, or renovations;
- Indirect costs; and
- Any expenditure that occurred prior to the execution of a grant agreement under this RFP.

SIG 1003(g) funds must be tracked and reported separately from the Title I, Part A funds and the ARRA Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as is used for the Title I Basic grant award or Section 1003(a) School Improvement Grant.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent specifically on implementation of one of the intervention models (see Attachments 19 and 20).

Overview of Proposal Requirements

The purpose of this section is to provide an overview of the major program components required under this RFP. The *LEA Proposal Narrative Requirements* section and the *School Proposal Narrative Requirements* section, immediately following the overview, provide specific instructions on the information that must be submitted to demonstrate fidelity to the program requirements.

Schools to be Served

The LEA must identify each Tier III school the LEA has the capacity to serve and identify the school intervention model that the LEA commits to use in each Tier III school. An LEA that has nine (9) or more Tier III schools may not implement the Transformation Model in more than 50 percent of those schools (see Attachment 3). Applicants are required to provide an identification number for each participating school. School NCES ID numbers can be accessed at the National Center for Education Statistics website

at <http://nces.ed.gov/ccd/schoolsearch>. The School NCES ID numbers are also listed on the Innovation and Improvement School Improvement Grant website at http://www.isbe.net/sos/htmls/sip_1003.htm.

LEA Needs Assessment

For each Tier III school the LEA commits to serve, it must demonstrate that it has analyzed the needs of each school and selected one of the five intervention models for each school based on the analysis. In an effort to assist the LEA with the analysis, a Needs Assessment tool is provided (see Attachment 2). The LEA must submit Section I of the completed Needs Assessment with its proposal.

LEA Proposal Narrative

The LEA must include the following information in its proposal to be considered for a SIG. More explicit directions for preparing the LEA Proposal Narrative are provided in the *LEA Proposal Narrative Requirements* section of this RFP.

1. **Overview and Rationale**: Applicants must provide a detailed explanation of how the LEA analyzed the needs of each Tier III school and used the Needs Assessment to select a school intervention model.

Additionally, the LEA must explain its capacity to use school improvement funds to provide adequate resources and related supports to each Tier III school identified in the proposal in order to implement fully and effectively, the required activities of the school intervention model it has selected. If the LEA is not applying to serve each Tier III school, explain why the LEA lacks capacity to serve each Tier III school.

2. **Proposed Activities**: Applicants must describe the actions the LEA has taken, or will take, to implement a school intervention model for each participating Tier III school. Activities must be consistent with the final requirements outlined by ED and ISBE. The following resources are provided to assist applicants to fulfill the requirements of SIG:

- [Guidance on School Improvement Grants Under Section 1003\(g\) of the Elementary and Secondary Education Act of 1965 \(ESEA\)](#).
- [Federal Register](#), Vol. 75, No. 13/Thursday, January 21, 2010.
- Appendix A for an explanation and details of each intervention model.

Additionally the LEA must describe how it will modify its practices or policies, if necessary, to enable it to implement the selected interventions fully and effectively.

3. **Level of Commitment**: Applicants must describe the LEA's level of commitment by explaining the process used to consult with critical stakeholders, including local school board members, teachers' union representatives, school staff, and partnering organizations, regarding the proposal and the implementation of a school intervention model in each of the participating Tier III schools.

School Proposal Narrative

An LEA must include the following information in its proposal for **each participating Tier III school**. More explicit directions for preparing the School Proposal Narrative are provided in the *School Proposal Narrative Requirements* section of this RFP.

1. **Narrative and Overview**: Using school-level performance indicators, applicants must explain how the analysis of current data informed the selection of an intervention model for each participating school.

2. **Proposed Activities:** Applicants must describe the proposed activities for the intervention model selected for the school, detailing specific information about data driven decision making, curriculum, instruction, assessment, and job-embedded professional development for each school the LEA seeks to fund.

Lead and Support Partners

The LEA must screen and select one Lead Partner from the Illinois Approved Provider List (see Appendix B) and describe the selection process. To assist with the screening process, ISBE is providing online access to the competitive proposals submitted by those entities selected as approved Lead Partners. The proposals include detailed descriptions of activities and services available from each Partner and can be reviewed at <http://www.isbe.net/apl/default.htm>. For those LEAs desiring to use a provider not included on the [Illinois Approved Provider List](#), pre-approval must be obtained from ISBE prior to the execution of a subcontract. A request for approval must be submitted to ISBE and must describe how the LEA recruited, screened, and selected the provider and give a detailed description of the services the partner will provide.

Where applicable, letter(s) of commitment from the selected Partner(s) should be included in the LEA's proposal indicating that there is an agreement between the LEA and the Partner to work together to define the scope of work and deliverables. If the Lead Partner selected is [not on the Illinois Approved Provider List, the provider is required to submit an application](#) to ISBE detailing their experience and record of success in supporting academically underperforming schools. Lead Partner Applicants not on the Illinois Approved Provider List need to receive approval from ISBE prior to entering into a contract with any LEA receiving 1003(g) SIG funds. An LEA's grant proposal may be approved even if the Lead Partner has not yet received approval; however, no funds will be distributed to the LEA until the Lead Partner receives approval from ISBE. Entities seeking Lead/Support Partner Status may file an application to ISBE, which is available at [http://www.isbe.net/apl/pdf/partner_application%20 final.pdf](http://www.isbe.net/apl/pdf/partner_application%20final.pdf).

Timeline

The LEA must include a timeline delineating the steps it will take to implement the selected school intervention model in each Tier III school identified in the proposal. The timeline must span the entire term of the grant and include activities through June 30, 2013. Additionally, the timeline must include district-level activities that will support the implementation of the school-level intervention model. The timeline must include phases such as planning, implementation, and monitoring. Activities related to policy, hiring, principal and teacher evaluation, professional development, and monitoring must be included within the appropriate phases.

Alignment of Resources

The LEA must describe specific actions the district has taken or will take to align other resources with proposed interventions and current and future funding sources to support identified improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after the federal funds expire.

Sustainability Plan

The LEA must provide a sustainability plan and accompanying timeline that forecasts at least three years beyond completion of the grant. The sustainability plan must detail how the LEA will sustain the reform efforts after funds under this RFP expire. The plan must include details on the eventual phase-out of Lead and Supporting Partner services. Applicants must complete the *Timeline and Sustainability Plan* forms (see Attachment 10) and submit them with the proposal.

Annual Improvement Goals and Objectives

The LEA must hold participating Tier III schools accountable for improving student achievement. Toward that end, the LEA must identify specific, measurable, attainable, realistic and timely (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PASE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant. Applicants must complete the *LEA Goals and Objectives* forms (see Attachment 8) and submit them with the proposal. Additionally for each school application the applicant must describe the school level strategies that will be put in place to support the attainment of each LEA goal (see Attachment 17).

Leading Indicators

ED has identified nine (9) leading indicators outlined below that ISBE will use to hold schools receiving SIG funds accountable. Applicants must provide data for each indicator from school years (SY) 2007-2008 and 2008-2009 for each participating Tier III school. In addition to the LEA's progress toward meeting annual goals for student achievement, data collected on the leading indicators will be used to measure school performance over the course of the grant period. Data provided to ISBE in this application will be used to establish a performance baseline for each school and the district. The nine (9) leading indicators are:

1. Number of minutes within the school year;
2. Student participation rate on ISAT or PSAE in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., Advanced Placement (AP), International Baccalaureate (IB), early-college high schools, or dual enrollment classes);
6. Discipline incidents;
7. Truants;
8. Distribution of teachers by performance level on the LEA's teacher evaluation system; and
9. Teacher attendance rate.

Stakeholder Engagement

The LEA must consult with critical stakeholders including local school board members, teachers' union representatives, school staff, and Lead and Supporting Partners regarding the proposal and the implementation of a school intervention model in each of the participating Tier III schools. Applicants must complete the *LEA Stakeholders Consultation and Signature* forms (see Attachment 7) and submit them with the proposal.

LEA Proposal Narrative Requirements

The LEA Proposal Narrative should be completed by, or in consultation with, staff from the LEA, school(s) proposed for funding, and critical stakeholders including local school board members, teachers' union representatives, school staff, and partnering organizations. Please note that the required components to be included in the proposal correspond to the criteria and point values that will be used to evaluate proposals (see *Criteria for Review and Approval of Proposals* section of this RFP). Applicants are advised to review those criteria before completing proposal narratives.

Section I: Overview and Rationale

For each Tier III school that the LEA commits to serve, the LEA must:

- A. Demonstrate that it has analyzed the needs of each school and selected an intervention model for each school. Please **complete and attach** to the proposal **Section I** of the *FY 2011 School Improvement Grant 1003(g) District Needs Assessment* (Needs Assessment) found in Attachment 2. In addition to the Needs Assessment, respond to each of the below items:
 1. Describe the process the LEA utilized to complete the Needs Assessment and explain how the district's performance data informed the selection of an intervention model for each school.
 2. Describe how the team's responses to Section II of the Needs Assessment impacted the LEA's decision(s) about appropriate intervention models and the LEA's capacity to support the requirements of each model selected.
 3. Summarize key functions, systems, policies, and processes that the LEA must examine and/or develop to support sustainable improvement efforts, specifically related to:
 - i. Leadership;
 - ii. Evaluating principal and teacher effectiveness;
 - iii. Data driven decision-making;
 - iv. Instructional programs; and
 - v. Professional development.
 4. Describe the LEA's ability to support rapid improvement and systemic change to create a thriving learning environment.
- B. Develop annual goals and supporting objectives (see Attachment 8) based on identified need and selected intervention model. Goals must be **specific, measurable, attainable, relevant and timely** (SMART). Using information from Attachment 8, describe how the LEA arrived at its annual goals for student achievement on the ISAT and/or the PSAE in both reading/language arts and mathematics. Additionally, explain how the LEA will monitor its Tier III schools that receive school improvement funds to help ensure the LEA's timely progression towards identified goals.
- C. Identify strategies that will be used to monitor the nine (9) leading indicators designated as metrics by ED. Applicants must complete the *LEA Strategies to Address Leading Indicators* forms (see Attachment 9) and submit them with the proposal.

- D. Summarize briefly the previous and current reform and improvement efforts that have occurred within the last five (5) years and explain what supported or impeded their success.
- E. Describe in detail what elements the LEA does not currently have in place to maximize improvement efforts and what steps or procedures will be taken to obtain the additional support and technical assistance necessary to support the systemic change and district improvement goals. Include steps or procedures that will be taken to support systemic change.
- F. Describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to *each* Tier III 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 (e.g., if the LEA has selected the *Turnaround* and *Transformation* models, explain how the LEA will help schools fulfill the required activities for each model).
- G. If the LEA is **not** applying to serve each Tier III school, explain why the LEA lacks capacity to serve each Tier III school. Applicants must complete the *Tier III Schools Eligible But Not Served* forms (see Attachment 4) and submit them with the proposal.

SECTION II: Proposed Activities

The LEA must:

- A. Describe actions it has taken, or will take, to:
 1. Design and implement interventions consistent with the SIG 1003(g) final requirements;
 2. Screen and select external partners from the Illinois Approved Provider List found in Appendices B and C. Describe how the LEA selected the provider(s) and include, where applicable, letter(s) of intent from the partnering organization. Describe the measurable outcomes and time specific services the LEA will receive from the selected partner. If the LEA wishes to use a provider not included on the list, describe how the LEA recruited, screened, and selected external providers. Pre-approval from ISBE is required to subcontract with a provider not included on the Illinois Approved Provider List;
 3. Align other resources with the interventions;
 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions, fully and effectively, detailing how the LEA will work with the local school board and teachers' union to accomplish necessary changes. Provide any evidence of action already initiated related to the intervention; and
 5. Discuss district plans to develop, an evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7, please visit <http://www.ilga.gov/legislation/publicacts/96/096-0861.htm> for more information. The LEA must assure that it will implement a new evaluation system for teachers and principals no later than the start of the 2012-2013 school year. The evaluation system should fairly and accurately differentiate teachers and identify and reward effective performance; and identify and address ineffective performance.
- B. Describe how the LEA will increase the capacity of the school board, central office, and district administrators to oversee and implement the intervention activities. Please address any district reconfiguration that may need to occur to support grant implementation (e.g., transformation

officer, turnaround officer). Provide job descriptions for newly created positions and list the names and positions of key staff involved at both the district level and school level that will help ensure successful implementation of the reform model (i.e., central office turnaround manager, principal, reading coach, intervention specialist, and school improvement coordinator) and any other positions that would be paid with SIG funds.

- C. Submit a timeline delineating the steps the LEA will take to implement the selected school intervention model in each Tier III school identified in the application. The timeline must span the entire term of the grant (i.e., through June 30, 2013) and focus on district-level activities that will support the implementation of the intervention models. The timeline must include phases such as planning, implementation, and monitoring. Include items the LEA identified in sections I–A-4 and II-B of the *LEA Proposal Narrative Requirements* section of this RFP. Explain how the LEA plans to sustain the reform efforts after the grant funding ends. Provide a sustainability plan with a corresponding timeline that forecasts at least three years beyond the completion of the grant. Applicants must complete the *Timeline and Sustainability Plan* forms (see Attachment 10) and submit them with the proposal.

Section III: Level of Commitment

The LEA must:

- A. Explain the process it used to consult with critical stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier III schools. Use Attachment 7 to provide names and signatures as evidence of stakeholder engagement.
- B. Detail how the community was given notice of intent to submit a SIG application.
- C. Describe the LEA’s plan to support ongoing collaboration efforts and communication with staff, families, and the community.
- D. Describe the level of support from key stakeholders for the LEA’s SIG proposal. The LEA may include letters of support, as applicable. Letters of support from the local school board, teachers’ union, school staff, partnering organizations, and other stakeholder groups will be considered most relevant in the evaluation of proposals.

School Proposal Narrative Requirements

The School Proposal Narrative should be completed by, or in consultation with, staff from the LEA, school(s) proposed for funding, and critical stakeholders including local school board members, teachers’ union representatives, school staff, and partnering organizations. Please note that the required components to be included in the proposal correspond to the criteria and point values that will be used to evaluate proposals (see *Criteria for Review and Approval of Proposals* section of this RFP). Applicants are advised to review those criteria before completing proposal narratives.

Section I: Narrative & Overview

The information below must be provided for each school for which the LEA is seeking SIG funding. Provide documentation for each school.

- A. Provide the requested data on the *Cover Sheet for Individual School Submission* form (see Attachment 14) for each participating Tier III school. The data can be obtained from the School Improvement Plan located on the [Illinois Interactive Report Card](#).

- B. Describe how the school’s performance data and information gleaned from the Needs Assessment (see Attachment 2) informed the selection of the intervention model for this school and provide the rationale for selecting this model.
- C. Describe the role the selected Lead Partner will take in the school and delineate specific services that will be provided to successfully implement the selected school intervention model (refer to the information provided for section II–A-2 in the *LEA Proposal Narrative* section of this RFP).
- D. List positions, titles, and the names of individuals involved in the oversight of the grant at the school level. Provide job descriptions for any newly created positions that are affected by the intervention models selected (e.g., principal, reading coach, intervention specialist, and school improvement coordinator). Indicate the full-time equivalency (FTE) or the percentage of time that each staffer will dedicate to the oversight of the intervention model at the school. Provide the name of the person who will monitor and evaluate the progress of this initiative.

Section II: Proposed Activities

Describe the proposed activities that address the intervention model chosen for this school. Refer to Appendix A for information on the required activities for each model.

- A. Complete the *Individual School Strategies* forms (see Attachment 17) and detail the school-level strategies required to reach the goals for student achievement identified by the LEA.
- B. Describe how the school will collect, analyze, and share data among school staff and the LEA. Include how the school will ensure that all administrators and teachers in the school are able to access and monitor each student’s progress. Describe how school staff will analyze data to make necessary instructional modifications, enhance support services, or identify interventions.
- C. Describe how instructional practices will be aligned with assessment practices to measure student progress. Provide details about how the school will adjust instruction based on progress monitoring and collected data results. Include the process that will be used to make curriculum modifications. Include an outline of assessments used by grade level. A chart that summarizes this information may be included as an appendix to the proposal.
- D. Describe any support service(s) or interventions that will be put in place at the school to ensure full implementation of the selected model. Discuss the process that will be put in place to identify school-level needs and to ensure that high quality support and interventions are present.
- E. Describe the school-level job embedded professional development that will occur to support the implementation of the selected model. Discuss how the approach will support all staff and how individual needs will be identified and addressed. Describe how the school will initiate and support collaborative efforts among staff such as grade level meetings, teacher inquiry, and learning communities.
- F. Describe the school’s plan to communicate its vision and goals to the school staff, families, and the community. Provide details of continuous communication with the staff, families, and the community regarding status and progress of school improvement efforts.

Proposal Format

Each proposal must be submitted according to the specifications and format outlined below.

Incomplete proposals will not be considered. Each proposal must include an LEA Proposal Narrative

and a School Proposal Narrative for **each** participating Tier III school. The proposal is to be developed in coordination and consultation with critical stakeholders including local school board members, teachers' union representatives, school staff, and partnering organizations.

Proposal Specifications

Proposals must be prepared and submitted according to the following specifications:

- Pages must be 8.5" x 11" with print on one side only and 1" margins at the top, bottom, and both sides of the page;
- Text in the proposal narratives must be typed and double spaced;
- Font must be 11-points or larger;
- Pages must be consecutively numbered;
- Page headers that identify the applicant (i.e., Region-County-District-Type Code, district name, and school name as appropriate) on the proposal narratives and appendices must be included; and
- Text in the attachments must be typed on the interactive ISBE forms provided;
- Proposals with spiral binding or submitted in binders will not be accepted.

Proposal Format

Please use the following as a checklist in assembling your completed proposal.

1. **Cover Page (Attachment 1):** Must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA, **and** the president of the local school board.
2. **School Improvement Grant 1003(g) LEA Needs Assessment (Attachment 2):** Completed by LEA and critical stakeholders; submit only Section I with application.
3. **Tier III Intervention Model Selection for Schools (Attachment 3):** Identify each school for which the LEA is seeking funding in the application and the intervention model selected for that school.
4. **Tier III Schools Eligible But Not Served (Attachment 4):** Identify schools that are eligible to receive the SIG grant, but the LEA is not applying to serve; give the reason for their exclusion.
5. **Proposal Abstract (Attachment 5):** Briefly describe the overall objectives and the activities related to the grant. Not to exceed 10 page(s).
6. **LEA Proposal Narrative:** Follow the specifications found under *LEA Narrative Proposal Requirements* section of the RFP.
7. **LEA Forms:** Follow the specifications found under *LEA Narrative Proposal Requirements* section of the RFP and *Proposal Specifications*.
 - A. **Selected Lead and Supporting Partners (Attachment 6):** Provide requested information about Lead and Supporting Partner(s) that will assist with the implementation of the selected intervention model for each school. Mark if the partner is on the Illinois Approved Provider List or if it needs to be approved by ISBE. Marking this form with the indication that the selected provider needs to be approved by ISBE does not constitute approval. Applicants must take separate action to request approval to subcontract with

a provider not included on the Illinois Approved Provider List. Applications are available at [http://www.isbe.net/apl/pdf/partner_application%20 final.pdf](http://www.isbe.net/apl/pdf/partner_application%20final.pdf).

- B. **LEA Stakeholders Consultation and Signature Form (Attachment 7):** Provide requested information to describe the stakeholder engagement process the district utilized and also to document individuals that participated in the process.
- C. **LEA Goals and Objectives (Attachment 8):** Identify specific, measurable, attainable, realistic and timely (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PASE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant.
- D. **LEA Strategies to Address Leading Indicators (Attachment 9):** Provide LEA baseline data for each indicator from school years (SY) 2007-2008 and 2008-2009 and then identify strategies to address each leading indicator.
- E. **Timeline and Sustainability Plan (Attachment 10):** Describe how the LEA will sustain the improvement efforts for three years after the grant period has ended.
- F. **Letters of Support (Optional):** Provide letters of support from local school board members, teachers' union representatives, school staff, partnering organizations, and other stakeholder groups.
- G. **LEA Budget Forms:** Include descriptions of the anticipated expenditures, correlated to the line items set forth on the Detailed Budget Summary Breakdowns. If applicable, LEA must include subcontract information (see item 7 of Attachment 20 for required subcontractor information).
 - i. **LEA Comprehensive Budget Summary and Payment Schedule (Attachments 11, 11A, 11B):** This budget incorporates the LEA budget and all proposed school budgets for FY 2011. Proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2012 and FY 2013). The budgets must be submitted on the forms provided, and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA. The payment schedules must be based on the projected date of expenditures and be in accordance with ISBE's *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf (refer specifically to Section C: Procedures for Administration of Grants).
 - ii. **LEA Budget Summary and Payment Schedule (Attachment 12, 12A, 12B):** This budget includes the LEA budget only for FY 2011. Proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2012 and FY 2013). Budget information must be submitted on the forms provided, and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA. The payment schedules must be based on the projected date of expenditures and be in accordance with ISBE's *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf (refer specifically to Section C: *Procedures for Administration of Grants*).

- iii. **Detailed Budget Summary Breakdown (Attachment 13).** Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2011, FY 2012, and FY 2013.
- H. **Cover Sheet for Individual School Submission (Attachment 14):** Complete this cover sheet for each school for which the LEA is seeking funding.
- I. **School Proposal Narrative:** Follow the specifications found under the *School Proposal Narrative Requirements* section of this RFP.
- J. **School Forms:** Follow the specifications found under the School Narrative Proposal Requirements section of the RFP.
 - i. **Individual School Budget Summary (Attachment 15, 15A, 15B):** Prepare a separate budget for each of the participating Tier III schools for FY 2011. Proposed school budgets must also be submitted for each continuation year of the grant (i.e., FY 2012 and FY 2013). Use these forms to propose expenditures for school-level activities. Budget information must be submitted on the interactive forms provided.
 - ii. **Individual School Detailed Budget Summary Breakdown (Attachment 16):** Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2011, FY 2012, and FY 2013. Provide specific details for each item (i.e., position title, FTE portion, salary x days x hours).
 - iii. **Individual School Strategies (Attachment 17):** Using the identified LEA goals in Attachment 8, describe the strategies the school level team will implement to help the LEA reach the identified goals.
- K. **Waivers (Attachment 18):** For each participating school, check the waiver(s) being requested from ISBE.
- L. **Certifications and Assurances:** Each applicant, **including each entity that is participating in a joint application**, is required to submit the following certifications and assurances. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - i. Program Specific Terms and Agreements (Attachment 19).
 - ii. Certifications and Assurances and Standard Terms of the Grant (Attachment 20).
 - iii. Certifications and Assurances for the American Recovery and Reinvestment Act of 2009 ARRA (Attachment 21)
 - iv. General Education Provisions Act (Attachment 22).
 - v. Certifications Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 23).
 - v. Certificate Regarding Lobbying (Attachment 24).
 - vi. Disclosure of Lobbying Activities (Attachment 24 A,B,C).

Criteria for Review and Approval of Proposals

LEAs with the lowest-achieving schools that demonstrate the greatest need for school improvement funds and demonstrate the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress (AYP) and exit improvement status will receive priority consideration for funding. Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Marci Johnson in the Division of Innovation and Improvement. See the *Contact Person* section of this RFP for information.

LEA Narrative Scoring Criteria

Section I: Overview and Rationale (Total Points 80)

10 points possible per question: There is a thorough and detailed response to the requested information. Sufficient evidence is provided to give an in-depth understanding of the current status of the district and its ability to guide, lead, and provide high quality support to all of the schools applying for funding. It is evident that systemic change is underway and rapid improvement is expected. All required activities specific to the model selected should be directly addressed. Appendix B includes the intervention model information.

Section II: Proposed Activities (Total Points 110 including 50 bonus points if federal intervention model is selected.)

10 points possible per question: The proposed activities include details in response to the requested information. The narrative information fully explains or addresses each element listed in the proposal requirements. Explanations of any processes are fully described to ensure reviewers a clear picture of the district operations. Capacity issues are thoroughly discussed and any steps to meet capacity challenges are fully and directly addressed. All required activities specific to the model selected should be directly addressed. Appendix B includes the intervention model information. Fifty bonus points will be awarded if one of the four federal intervention models is chosen. No bonus points will be awarded for the redesign model.

Section III: Commitment (Total Points 30)

10 points possible per question: The descriptions provide clear evidence of partner engagement and stakeholder collaboration to ensure full implementation of the selected model. Specific steps to ensure communication and collaboration is taking place with school staff, families, community members, the local school board, and the teachers' union to support the district's vision for improvement and systemic change is included in the narrative. All required activities specific to the model selected are directly addressed. Appendix A includes the intervention model information.

Section IV: Budget (Total Points 40)

10 points possible per question: The budget covers a three year period and includes activities related to supporting the implementation of selected intervention models in each Tier III school identified in the application. The budget reflects a reasonable allocation of funds for district level activities.

The School Application Scoring

Section I: Rationale (Total Points 80)

The information provides a thorough explanation of the need in the school. A detailed description of the process and selection of the model chosen and how the intervention will impact identified student groups. There is a comprehensive analysis of the school's performance and what will need to be in place to support the efforts of the selected model. Clear evidence of support for the selected school improvement efforts is provided. There is evidence of a strong commitment to work with Lead Partners to implement rapid improvement. The information provided identifies specific needs for support and technical assistance. All required activities specific to the model selected are directly addressed. Appendix A includes the intervention model information.

Section II: Proposed Activities (Total Points 110)

There is a thorough description of strategies that will result in measurable outcomes for each individual school with a thorough description of the proposed school-level activities. The individual school's strategies should align with the district's goals. A detailed description of the school's efforts to improve academic achievement is provided, and evidence of the data driven decision making processes that will be used to change the instructional practices in the school are explained. A clear description of how the school will align the instructional practices to the assessment practice to measure the student progress is provided. There is evidence of the supports currently in place and the need for additional services or interventions. A detailed description of the school's professional development plan, how it will align to the model chosen, and the process for monitoring the implementation is included. There is a thorough description of the school's communication outreach plans with parents, staff, and the community. All required activities specific to the model selected should be directly addressed. Appendix A includes the intervention model information.

Section III: Timeline and Budget (Total Points 20)

There is a timeline for the next three years that reflects implementation of the model selected. The timeline clearly includes progress monitoring or benchmarking. There is a three year budget which reflects a reasonable allocation of funds for the school-level activities and the funds needed to support the school's SMART goals. The *Budget Summary Breakdown* addresses each specific item deemed necessary to fully implement the selected model and support the improvement efforts.

Appendix A

Intervention Models

Please note the information pertaining to the specific elements of each model comes from the United States Department of Education. Some aspects, such as use of funds for Response to Intervention, may not be applicable for Illinois grantees.

Turnaround model:

(1) A turnaround model is one in which an LEA must:

- (i) 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;
- (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - A. Screen all existing staff and rehire no more than 50 percent; and
 - B. Select new staff;
- (iii) 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;
- (iv) 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;
- (v) 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 SEA, 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 SEA to obtain added flexibility in exchange for greater accountability;
- (vi) 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;
- (vii) 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;
- (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as:

- (i) Any of the required and permissible activities under the transformation model; or
- (ii) A new school model (e.g., themed, dual language academy).

Restart model:

A restart model is one in which an LEA converts a school or closes and reopens 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.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School closure:

School closure occurs when an LEA closes a school and enrolls 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.

Transformation model:

A transformation model is one in which an LEA implements each of the following strategies:

- (1) Developing and increasing teacher and school leader effectiveness.
 - (i) Required activities. The LEA must:
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take 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 graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) 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;
 - (D) 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; and

- (E) 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.
- (ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensuring that the school is not required accepting a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) 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
- (B) 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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) 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;
- (B) Implementing a schoolwide "response-to-intervention" model;
- (C) 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;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
 - (1) 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;

- (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
- (3) 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
- (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) 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;

(B) 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;

(C) 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

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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

(B) 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).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Redesign model (For Tier III Schools only):

A redesign model is one in which an LEA who has a Tier III school chooses this model rather than the four previous intervention models and implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth 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

(A-33-USDE Defines “Student growth” as the change in achievement for an individual student between two or more points in time)

(2) Are designed and developed with teacher and principal involvement;

(3) Remove principals whose buildings are low performing and have had stagnant growth for 2 or more years on State Assessments under his/her administration. Incremental growth will not be acceptable.

(4) Implement a progress monitoring system to monitor the progress of all below level students. Teachers must be able to evidence instructional practices and decisions that were made based on the data.

(B) 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;

(C) 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; and

(D) 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 redesign school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a redesign school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) 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.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must–

- (A) Use data to identify and implement a rigorous instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments, administered at least quarterly) to inform and differentiate instruction in order to meet the academic needs of individual students.
- (C) The lead partner may supply support and professional development on data analysis and differentiated instructional practices in the classroom.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as–

- (A) 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;
- (B) Implementing a schoolwide “response-to-intervention” model;
- (C) 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;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools—
 - (1) Increase the rigor by offering fast-paced reading and math classes that will greatly increase the number of students placed in grade-level classes.
 - (2) For students who are ready academically, increase the 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;

- (3) Improving student transition from middle to high school through summer transition programs or freshman academies;
- (4) 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
- (5) Establishing early-warning progress monitoring systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

- (i) Required activities. The LEA must–
 - (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
 - (B) Provide ongoing mechanisms for family and community engagement.
- (ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as–
 - (A) 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;
 - (B) 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; (Supplemental stipends may be added to teachers’ pay for extending their day)
 - (C) 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
 - (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
 - (E) Expanding the school day to allow the students opportunity to enroll in an elective course which below-level students rarely have time to take.

(4) Providing operational flexibility and sustained support.

- (i) Required activities. The LEA must–
 - (A) 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
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, Lead Partner or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- (ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as–
 - (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Appendix B

Illinois Approved Provider List

Overview of Approved Lead Partners

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|--|---|
| <p>Academy for Urban School Leadership (AUSL)</p> | <p>AUSL’s mission is to improve student achievement in high-poverty, chronically failing schools through dramatic interventions to comprehensively reset failing schools.</p> <p>In AUSL’s Turnaround school model, the district closes a failing school at the end of the school year and reopens it after the summer under AUSL’s management. Admission is open to any former student who wishes to attend, as well as all students in the school’s geographic boundary area. AUSL replaces the principal with an individual selected by and accountable to AUSL, as well as the district, and also brings in a cohort of specially trained new teachers from AUSL’s teacher residency program. AUSL evaluates all incumbent teachers and staff before re-hiring any who are interested in remaining. Typically, more than half of the school’s incumbent teachers and staff are replaced.</p> | <p>Since 2002 AUSL has launched eight Turnaround elementary schools and one Turnaround high school in Chicago. AUSL is still managing all of these schools, and all but one have made steady year-to-year gains in student achievement. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p> |
| <p>America's Choice, Inc., and its subcontractor ACT, Inc.</p> | <p>America’s Choice will provide two programs:</p> <p>(1) the America’s Choice Comprehensive Intervention Model in elementary schools, designed to prepare all students to enter middle school core instructional programs without need for remediation, and</p> <p>(2) the Rigor & Readiness Comprehensive Intervention Model in middle and high schools, designed to support students’ development of</p> | <p>States and school districts have successfully implemented America's Choice programs throughout the country, including in Georgia, New York, Florida, Arkansas, and Maryland.</p> <p>A study of Rochester, New York, schools found that students in America’s Choice schools made significantly higher achievement gains than students in other schools, and the performance gap</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|--|--|--|
| | <p>college and career readiness.</p> <p>These programs include: an examination system aligned with state standards, a rigorous core curriculum with end-of-course examinations aligned to college and career readiness standards, instructional materials aligned to the curriculum, systematic monitoring of student progress, and “safety net” programs designed to accelerate learning.</p> | <p>for minority students was narrowed significantly in both reading and math. Also, a study by outside reviewers found that students in America’s Choice schools scored an average of 9 points higher on reading comprehension tests, and 7 points higher on language scales.</p> |
| Consortium for Educational Change (CEC) | <p>CEC proposes to implement a School Transformation Model, which will focus on accelerating student learning by aligning resources of the school and district to: add time for student learning and teaching; share leadership through teams; support teacher practice; and establish clear and ambitious performance targets for everyone.</p> <p>This model would be implemented in a school or district using a work plan with the following four steps:</p> <ul style="list-style-type: none"> -Set goals and standards; -Implement structures and plans; -Implement a learning environment; and -Become results focused. | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC’s work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>In CEC’s years of experience, it has helped schools improve students’ grade-level proficiency, improve performance on state assessments, and work toward closing achievement gaps. For example, in CEC’s past work with an ethnically diverse suburban Chicago school district, CEC helped increase the percentage of African American eighth-graders who met or exceeded ISAT standards in math from 40% in 2004 to 71% in 2009.</p> |
| Diplomas Now , a program of Johns Hopkins | <p>The Diplomas Now model integrates four key elements:</p> <ul style="list-style-type: none"> -Effective whole school reform with | <p>In the 2008-2009 school year, the Diplomas Now model was implemented in a large, high-</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|--------------------------------------|--|---|
| University | <p>instructional, organizational, student, teacher and administrative support components;</p> <ul style="list-style-type: none"> -A teacher-friendly early warning data system tied to identifying students in need of prevention, intervention and recovery strategies; -A team that works closely with teachers and administrators to provide targeted and intensive supports; and -A team-based organizational structure and collaborative work environment. | <p>poverty middle school in Philadelphia. Working in partnership with school leadership and teachers, this school successfully made adequate yearly progress for the first time in four years and the Diplomas Now model resulted in a 50% decrease in the number of students in grades 6-8 who were off-track to graduate based on the following key indicators:</p> <ul style="list-style-type: none"> -Attendance (52% decrease in students with less than 80% attendance); -Behavior (45% decrease in students with three or more negative behavior comments); and -Course failure in math and English (83% decrease in the number of students receiving an F in math and 80% decrease in the number of students receiving an F in English). |
| EdisonLearning | <p>EdisonLearning proposes to serve as a national and onsite team of specialists dedicated wholly to partnership schools' curriculum, instruction and academic achievement.</p> <p>EdisonLearning will develop programs customized to meet the needs of each partnership school, but comprehensive models include several general components, such as: leadership development, school organization and scheduling support; learning environment management tools to promote a school culture in which students learn effectively; curriculum management and support tools that align to Illinois standards; intensive on-site and national professional development; benchmark</p> | <p>Since 1995, EdisonLearning has partnered with school districts across the country to assist them in meeting student achievement goals. Throughout its history, EdisonLearning has had the opportunity to partner with numerous clients having diverse student bodies, largely serving clients in high-minority, low-income settings (the average school in an EdisonLearning Partnership is 87% minority and 65% socioeconomically disadvantaged).</p> <p>Data and independent reports (including a notable RAND Corporation report released in 2005), confirm that schools</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|---|---|
| | assessment systems to track student progress; quality monitoring and management; and support for families who may not have considered the possibility of higher education. | partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country. |
| Illinois Association of Regional Superintendents of Schools (IARSS): representing a consortium of regional offices and intermediate service centers | IARSS proposes to: -Administer a needs assessment of the district and school; -Coordinate with school and community "stakeholders" (i.e., parents, businesses, community organizations, and public officials) to develop a school intervention model; and -Direct resources and expertise toward intervention planning, capacity building, evaluation of existing staff, professional development, and implementation of the intervention model. | IARSS's Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROEs/ISCs specifically work with schools that are identified as not meeting adequate yearly progress and are on the state/federal Academic Early Warning and Academic Watch status lists. Schools that the ROEs/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three-year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups. |
| Learning Point Associates and its subcontractors, Strategic Learning Initiatives and Pivot Learning | Learning Point Associates' plan focuses on collaborative development and implementation of turnaround strategies to improve student achievement and build the capacity of school leaders and staff to sustain | Learning Point Associates and its partner organizations have a long history of working with a broad range of districts, including chronically low-performing schools, to design, implement, |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|---|---|--|
| Partners | <p>improvement.</p> <p>The proposed transformation design has six general components: a core school leadership team; a research-based diagnostic needs assessment; an instructional model to engage teachers in daily review of student data and weekly collaboration with other teachers; a parent and community engagement plan; a variety of support tools and expert coaching; and targeted intervention for special needs populations.</p> | <p>evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point Associates and its partners have helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p> |
| Success For All Foundation, Inc. (SFAF) | <p>SFAF will provide comprehensive turnaround models for target schools through a multidimensional set of strategies, focused on:</p> <ul style="list-style-type: none"> -Leadership support and training for school administrators, staff and community to assist in improving student achievement and addressing school-specific issues; -Professional development and support in core learning areas (reading and math); -Development and implementation of a school-specific reform structure to address the needs of students showing lack of progress in academic, social, and behavioral realms; -Structured communication between schools and SFAF’s Illinois Team Manager and consultants. | <p>SFAF programs have been used in more 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. More 52 studies have assessed the effectiveness of SFAF’s program, and independent reviews have consistently found that implementation of SFAF’s programming resulted in significant increases in student achievement in various settings. A recent study of 22 comprehensive educational reform programs placed SFAF’s program, and only one other, in the highest category awarded.</p> |
| Talent Development , a program of Johns Hopkins University | <p>Talent Development proposes to implement two separate but interrelated programs: the Talent Development Middle Grades (TDMG) program for middle schools and the Talent Development High Schools (TDHS) program for high schools. Both programs focus on organizing students into smaller</p> | <p>For the past 15 years, Talent Development has helped schools across the country to reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that</p> |

| Lead Partner and Service Area | Overview of Implementation Model | Record of Effectiveness |
|--------------------------------------|--|---|
| | <p>learning communities headed by teaching teams to create a successful learning environment with high student expectations, and to develop and promote the effectiveness of teachers and school leaders.</p> <p>The organization also seeks to promote community and family involvement and engagement through parenting assistance; initiatives to enhance family participation in and support of students, schools, and school programs; and coordination of school and community services and resources.</p> | <p>support distributed leadership, shared decision-making, and increased capacity for continual improvement.</p> <p>Talent Development offers research-based strategies developed by Johns Hopkins University, paired with intense technical assistance from master educators, to facilitate improvement in struggling schools. Schools that implement Talent Development reforms have seen increases in student attendance, reductions in suspension rates, and increased scores on student achievement tests.</p> |

Appendix C

Illinois Approved Provider List

Overview of Approved Supporting Partners

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
|--|--|---|
| <p>Academy for Urban School Leadership (AUSL)</p> | <p>AUSL proposes to share its expertise and support the efforts of Lead Partners in the following areas:</p> <ul style="list-style-type: none"> -Intervention and transformation of underperforming schools through AUSL’s Transformation school model; -Operation of a teacher residency training program; -Focused projects related to school management and teacher development; and -Advice and assistance to districts and Lead Partners. <p>AUSL would assist clients in decision-making and capacity building through providing opportunities to observe AUSL’s models in action, assisting clients to design their own adaptations of the AUSL model, and providing coaching and training support.</p> | <p>Over the last 8 years, AUSL has built a track record of success in launching and managing turnaround schools in Chicago. AUSL’s work has resulted in dramatic gains in student achievement in Turnaround schools, including increasing the percentage of students meeting state ISAT standards and improving school cultures and parent involvement.</p> <p>Through its teacher residency training program, AUSL has trained over 300 new teachers, with 85% still working in education. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p> |
| <p>Consortium for Educational Change (CEC)</p> | <p>CEC proposes to provide supporting services for human capital including: establishing an intensive induction and mentoring program for teachers and administrators; establishing meaningful performance evaluation and development systems that fairly and accurately differentiate teachers, based in part on student achievement; and establishing meaningful principal</p> | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC’s work is supported by subcontractors and partners who are leaders in</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
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| | <p>and administrator evaluation systems. CEC also proposes to build school board and district central office capacity with respect to: collaborative relationship-building among district anchors (i.e., school board, administration, and local teachers’ union); and leadership development and training.</p> | <p>union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those that have not made Yearly Academic Progress and others that are restructuring. CEC has helped districts and schools to implement comprehensive reforms and to develop and implement school improvement plans. Through its work, CEC has helped schools achieve significant improvements in district, school, and student performance on the ISAT.</p> |
| <p>Illinois Association of Regional Superintendents of Schools (IARSS): representing a consortium of regional offices and intermediate service centers</p> | <p>IARSS proposes to:</p> <ul style="list-style-type: none"> -Implement human capital strategies, such as reforming district recruitment and hiring policies and establishing intensive induction and mentoring programs for teachers and administrators; -Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based on student achievement, and train administrators in their use; and -Establish meaningful principal and administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement. | <p>IARSS’s Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROEs/ISCs specifically work with schools that are identified as not meeting adequate yearly progress and are on the state/federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROEs/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three-year period and have been removed from warning or watch status,</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
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| | | and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups. |
| <p>Illinois Association of School Boards (IASB), and its subcontractors Illinois Association of School Administrators, Illinois Association of School Business Officials, and Illinois Principals Association</p> | <p>IASB will provide expertise and support to Lead Partners, schools, and school districts over a 5-year period. Support will focus on training for superintendents, principals, school business officials, and other administrators, including targeted professional development activities and intensive coaching.</p> | <p>IASB provides regional and in-district professional development activities for school board members. In 2009, more than 1,300 school board members attended one or more of IASB’s sessions.</p> <p>During 2008, IASB staff worked with boards of education, superintendents, staff, and community members in 44 districts where either the district or one or more schools within the district were in state academic warning or watch status. Based on 2008 data, 20 past-participating schools were no longer in warning or watch status at the school or district level. In 2009, work was done in 35 similar districts.</p> |
| <p>Learning Point Associates and its subcontractor, Pivot Learning Partners</p> | <p>Learning Point will work with turnaround school districts to guide them toward a systematic solution that is successful, both in building capacity and aligning capital management function in the short term, and in developing sustainable, long-term improvements in teaching and learning.</p> <p>Learning Point and its partner have expertise in developing school-specific strategies in: reforming district recruiting, hiring, and retention practices; establishing an alternative incentive and compensation system; creating an</p> | <p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
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| | intensive induction and mentoring program; establishing a meaningful performance evaluation system; and providing training and coaching for capacity building. | |
| New Leaders for New Schools | <p>Recruit, identify, and prepare up to 35 Partnership Zone principals over the course of a planning period and two implementation years. The organization’s work will focus on an intensive residency model, which includes the field's leading curriculum and training program for aspiring principals and a year of hands-on skills development and practice.</p> <p>New principals are also intensively supported during their entry into a school and during their first school year by an experienced coach.</p> | <p>Over the past six years, New Leaders has partnered with the Academy for Urban School Leadership to train and provide principals to lead turnaround schools. Since 2001, New Leaders has trained and supported more than 550 aspiring principals in urban areas across the country. The programs have a rigorous selection process, accepting fewer than 7% of applicants. Principals who have completed the program are highly qualified and greatly diverse (participants range in age from 25 to 58 and 55% are African American). New Leaders currently supports 123 principals in Chicago, serving more than 70,000 children.</p> <p>New Leaders principals have achieved dramatic improvement in their schools. Students in elementary and middle schools led by New Leaders principals for at least three years are making academic gains faster than comparable students in their districts. Also, the most improved or highest performing schools in 5 cities and 2 states have been led by New Leaders Principals.</p> |
| Teach For America (TFA) | TFA proposes to provide an entire staff of high-quality teachers for a turnaround school in Chicago. The teachers would come from TFA’s corps of first and second year teachers and its base of veteran alumni | TFA has been recruiting, training, and supporting teachers in low-income classrooms since 1990 and has a track record of making a tremendous impact on student achievement. In Chicago, |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
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| | <p>teachers.</p> <p>TFA recruits and selects talented and diverse new teachers from among the nation’s top graduating college seniors, and then trains them through an intensive residential summer institute. TFA also provides ongoing support and professional development to its teachers, and connection and leadership opportunities through its alumni network.</p> | <p>500 TFA alumni currently work in education—350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as public schools administrators, and many as non-profit employees.</p> <p>In 2008, the Urban Institute found that TFA corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.</p> |
| The Associated Colleges of Illinois (ACI) | <p>ACI proposes to address human capital strategy by reforming district recruitment and hiring policies through a High-Need School Internship (HNSI) program. The HNSI program will develop a pool of highly qualified teachers, prepared specifically for high-need districts.</p> <p>By partnering with its member colleges and universities, ACI will host LEAs to operate six-week intensive summer internship experiences that prepare and position pre-service teachers to maintain ongoing relationships with their host LEAs. Upon graduation, top candidates from the HNSI program will be offered positions in the host LEAs, as those positions become available.</p> | <p>In pilot programs at six Illinois sites, HNSI programs have been shown to motivate pre-service teachers to seek jobs in high-need schools and to develop skills and dispositions that can make teachers more successful in high-poverty, hard-to-staff schools. Research has shown that internships that foster ongoing relationships with host LEAs can better prepare teachers to successfully assume jobs in those districts, and that those teachers may begin their first year jobs with skills and experience more commonly associated with second-year teachers.</p> <p>ACI has been addressing teacher shortage and quality issues since 2002, when it received a federal grant to fund an initiative to improve teaching and learning in high-poverty schools. ACI offers a portfolio of programs that address teacher recruitment, preparation, and retention.</p> |
| The Federation for Community Schools, and its | <p>The organization will work with lead partners to develop a low-performing school into a “community school” by</p> | <p>The Federation is the nation’s only statewide coalition working on community schools, and is the</p> |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness |
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| <p>subcontractors: Dr. Barbara Radner, Depaul University Center for Urban Development; and David Flatley, Columbia College Center for Arts Programs</p> | <p>providing robust enrichment programs before and after school. These programs are an extension, not an add-on, to the regular school day and will address academics and curriculum, healthy minds and bodies, parent support, and community engagement.</p> <p>The programs are implemented in partnership with the in-school day staff to create programming that supports skills and issues being addressed during the regular school day and provides supplemental enrichment programs like arts, music, and physical fitness.</p> | <p>most experienced and broad-reaching of such organizations in Illinois. Although the community school model is a newer concept, Chicago Public Schools have more than 150 community schools (out of its 600 public schools) and has already seen the benefit of the community school model through improvement in test scores, grades, student attitudes toward school, parent involvement and support, safety, and improved immunization rates, fitness levels, and overall well-being among students.</p> <p>Research shows that community schools have many positive impacts including statistically significant increases in ISAT math and reading scores, a reported 70% increase in students' completion of homework, fewer student behavioral incidences, and increased feelings of connectedness reported in parent surveys.</p> |