

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Illinois State Board of Education	Applicant's Mailing Address: 100 North First Street Springfield, IL 62777-0001
State Contact for the School Improvement Grant Name: Dr. Monique M. Chism Position and Office: Division Administrator for Innovation and Improvement Contact's Mailing Address: Division of Innovation and Improvement 100 North First Street Springfield, Illinois 62777-0001 Telephone: 217-524-4832 Fax: 217-785-9031 Email address: mchism@isbe.net	
Chief State School Officer (Printed Name): Christopher A. Koch, Ed.D.	Telephone: 217-782-2223
Signature of the Chief State School Officer: X 	Date: December 3, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

School Improvement Grants Application

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

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Illinois



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



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) 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.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

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

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

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

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

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

Paper Submission:

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

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

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

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

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Chief State School Officer (Printed Name): Christopher A. Koch, Ed.D.	Telephone: 217/782-2223
Signature of the Chief State School Officer: X	Date: February 7, 2011
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

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.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

For an SEA keeping the same definition of PLA schools, please select one of the following options:

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

For an SEA revising its definition of PLA schools, please select the following option:

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

http://www.isbe.net/sos/htmls/sip_1003.htm

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

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

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

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

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (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.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

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 and E 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 ~~140~~ 154 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 ~~140~~ 154 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 and E 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***

High Capacity*** (120-96 170-135)	All of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed.
Moderate (95-60 134-119)	Most of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed.
Low (59 118 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 50-40)	All of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed.
Moderate (79-50 39-35)	Most of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed.
Low (49 34 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~~ **no later than fall 2011** and the timeline should span the grant period and include activities through June 30, ~~2013~~ **2014**. The timeline must include **pre-implementation LEA, and school-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~~ **no later than the fall of 2011**; each timeline should span the grant period, including activities through June 30, ~~2013~~ **2014**, and indicate when monitoring will occur. Each school application must also include a

budget for school-level activities.

~~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~~ four 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~~ **Teachers and Leaders, Instructional and Support Strategies, Time and Support, and Governance** to help the LEA team evaluate their ability to successfully implement one of the intervention models. 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~~ **Part III** 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~~ **the Tools section** 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 **and E** 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.

The application scoring rubric (Appendix D **and E** 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.

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.

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

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

ISBE will review the LEA’s proposed budget with respect to activities carried out during the pre-implementation period by reviewing the budget pages submitted with the LEA application. ISBE has included budget forms for LEA- and school-level activities and requires the LEA to submit a three-year budget that covers LEA and school expenses (Attachments 5, 6, and 9 in the LEA application). ISBE has requested that the LEA include any pre-implementation activities in their Year 1 budget. In the LEA and school sections of the application, the LEA and school must provide detailed budget information. Likewise, the budget items are evaluated through the scoring rubric and include criteria such as whether or not the LEA has identified a budget that is sufficient to fully and effectively implement the selected school intervention model in each school the LEA commits to serve.

ISBE will evaluate the LEA’s proposed activities for the pre-implementation period by reviewing the narrative portion of the LEA application. In the narrative, the LEA must describe how it plans to use the SIG funds prior to the 2011-2012 school year to carry out activities to help the LEA prepare for full implementation in the fall. Pre-implementation activities also appear on the LEA scoring rubric and will be evaluated by the reviewers. The LEA is scored based upon its ability to align pre-implementation activities with the needs of the school, which should have emerged during the completion of the needs assessment. Additionally, reviewers will look for activities that directly relate to full and effective implementation of the model selected by the LEA, address the needs identified by the LEA, and advance the overall goals of the SIG grant. Reviewers will look for activities that might also relate to family and community engagement, review of external providers, staffing, instructional programs, professional

development, and preparation for accountability measures, but will consider all activities that fit within the scope of the grant. Before awarding any grants, ISBE staff will evaluate whether or not the activities meet the supplement, not supplant criteria and appear to be reasonable and necessary.

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 any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

ISBE has established evaluation criteria and created a scoring rubric (Appendix D & E 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~~ **four** areas: ~~leadership, evaluating teacher and principal effectiveness, data-driven decision making, instructional programs, and professional development~~ **Teachers and Leaders, Instructional and Support Strategies, Time and Support, and Governance**. 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 (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

2010

November–Initiate search for SIG 1003(g) application reviewers

November–Release RSFP for Lead Partners (second round)

November–Present Course 1 of web-based technical assistance for Tier I and II eligible applicants

November 12–Post New Tier I, Tier II, and Tier III lists on ISBE website

November 17–Make draft Needs Assessment available to Tier I and II eligible applicants

November 15–Present Course 2 of web-based technical assistance for Tier I and II eligible applicants

November 19-22–Present Course 3 of web-based technical assistance for Tier I and II eligible applicants

November 22–Send draft ISBE SIG application to Committee of Practitioners for comment

November 22–Send Waiver Notification out for public comment

November 29–Present Course 4 of web-based technical assistance for Tier I and II eligible applicants

November 30–Post final Needs Assessment packet for SIG grant

December 3–Submit ISBE SIG application to ED

December 10–Make Tier I and Tier II draft LEA SIG 1003(g) RFP available to public

December 16–Hold Needs Assessment webinar to review LEA Needs Assessment packet

2011

Late February –Provide SIG reviewer training

March 1- Release Tier I and Tier II LEA SIG 1003(g) RFP (earlier if possible, pending approval from ED)

Mid March –Hold Bidder’s Conference to review LEA RFPs

Late March–Host question and answer technical assistance webinar

April 1 –Tier I and Tier II LEA SIG 1003(g) applications due to ISBE

April 1-3–Process Tier I and Tier II LEA applications and prepare for sending to reviewers

April 4–Send Tier I and Tier II LEA applications to reviewers for external review

April 4–Begin ISBE internal review for Tier I and Tier II LEA applications

April 14–Reviewers submit scoring rubrics and comments to ISBE

April 18-19–ISBE staff and external reviewers meet to reach consensus on recommendations for funding

April 25-29–Conduct interviews with finalists

May 2–ISBE staff makes recommendations for funding to state superintendent of education

May 4–Mail award letters to grantees

May 16–Conduct face-to-face meeting with all awardees to discuss SIG grant

June 1–Release Tier III RFP (if applicable)

July 5–Tier III applications due to ISBE (if applicable)

July–Review and score Tier III applications (if applicable)

July –Make Tier III recommendations for funding to state superintendent of education (if applicable)

August –Mail Tier III award letters to grantees (if applicable)

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(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.

(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.

(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.

(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.

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

(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.

(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.³

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

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

Review of Annual Goals

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.

Tier III Annual 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.

Monitor Progress

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.

Prioritize

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 and E** 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 ~~40~~ **154** 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.

Prioritize among Tier III

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.~~

Takeover

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.

Direct Services

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

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

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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.
- 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 "rigorous review process" of recruiting, screening, and selecting external providers as well as 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; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

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

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

Insert response to Section F SEA Reservation here:

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: The 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.

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

WAIVERS OF SEA REQUIREMENTS

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

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

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

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

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

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Illinois requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

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

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

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

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Illinois requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

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

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

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

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

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

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

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

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA 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 required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

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

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

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

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

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

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

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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

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

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

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

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

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

APPENDIX A1
LIST OF
ELIGIBLE TIERS
I, II, AND III
SCHOOLS

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Addison SD 4	1703150	Army Trail Elem School	170315000005			X		
Addison SD 4	1703150	Fullerton Elem School	170315000006			X		
Adlai E Stevenson HSD 125	1732580	Adlai E Stevenson High School	173258003385			X		
Alton CUSD 11	1703600	Alton High School	170360000035			X		
Alton CUSD 11	1703600	Alton Middle School	170360005841			X		
Alton CUSD 11	1703600	East Elementary School	170360005842			X		
Alton CUSD 11	1703600	Lovejoy Elem School	170360000049			X		
Alton CUSD 11	1703600	North Elementary School	170360005843			X		
Anna Jonesboro CHSD 81	1703780	Anna-Jonesboro High School	170378000067			X		
Arbor Park SD 145	1703930	Scarlet Oak Elem School	170393000081			X		
Arcola CUSD 306	1703960	Arcola Elementary School	170396000082			X		
Argo CHSD 217	1704020	Argo Community High School	170402000088			X		
Armstrong Twp HSD 225	1704230	Armstrong High School	170423000119			X		
Astoria CUSD 1	1704440	Astoria High School	170444000130		X			
Aurora East USD 131	1704680	C F Simmons Middle School	170468000144			X		
Aurora East USD 131	1704680	C I Johnson Elem School	170468000145			X		
Aurora East USD 131	1704680	C M Bardwell Elem School	170468000146			X		
Aurora East USD 131	1704680	East High School	170468000143		X			X
Aurora East USD 131	1704680	Edna Rollins Elem School	170468005473			X		
Aurora East USD 131	1704680	G N Dieterich Elem School	170468000147			X		
Aurora East USD 131	1704680	Henry W Cowherd Middle School	170468000040			X		
Aurora East USD 131	1704680	John Gates Elem School	170468000148			X		
Aurora East USD 131	1704680	K D Waldo Middle School	170468000149			X		
Aurora East USD 131	1704680	L D Brady Elem School	170468000150			X		
Aurora East USD 131	1704680	Mabel O Donnell Elem School	170468000151			X		
Aurora East USD 131	1704680	Nicholas A Hermes Elem School	170468000152			X		
Aurora East USD 131	1704680	Oak Park Elem School	170468000153			X		
Aurora East USD 131	1704680	Olney C Allen Elem School	170468000154			X		
Aurora East USD 131	1704680	Rose E Krug Elem School	170468000155			X		
Aurora East USD 131	1704680	W S Beaupre Elem School	170468000156			X		
Aurora West USD 129	1704710	Greenman Elem School	170471000163			X		
Aurora West USD 129	1704710	Hall Elem School	170471000165			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Aurora West USD 129	1704710	Hill Elem School	170471000161			X		
Aurora West USD 129	1704710	McCleery Elem School	170471000167			X		
Aurora West USD 129	1704710	Nicholson Elem School	170471000157			X		
Aurora West USD 129	1704710	Schneider Elem School	170471000166			X		
Aurora West USD 129	1704710	Smith Elem School	170471000168			X		
Barrington CUSD 220	1705050	Sunny Hill Elem School	170505000193			X		
Beach Park CCSD 3	1700010	Beach Park Middle School	170001000213			X		
Beach Park CCSD 3	1700010	Oak Crest School	170001000211			X		
Beardstown CUSD 15	1705310	Brick Elementary School	170531000214			X		
Beardstown CUSD 15	1705310	Gard Elementary School	170531000217			X		
Belleville Twp HSD 201	1705640	Belleville High School-East	170564000242			X		
Belleville Twp HSD 201	1705640	Belleville High School-West	170564000243			X		
Bellwood SD 88	1705760	Grant Elem School	170576000247			X		
Bellwood SD 88	1705760	Lincoln Elementary School	170576000248			X		
Bellwood SD 88	1705760	McKinley Elem School	170576000250			X		
Bellwood SD 88	1705760	Roosevelt Middle School	170576000253			X		
Belvidere CUSD 100	1705790	Lincoln Elem School	170579000259			X		
Belvidere CUSD 100	1705790	Washington Elem School	170579000262			X		
Benton CCSD 47	1705950	Benton Grade Sch 5-8	170595004370			X		
Benton CCSD 47	1705950	Benton Grade Sch K-4	170595004752			X		
Benton Cons HSD 103	1705970	Benton Cons High School	170597000278			X		
Berkeley SD 87	1706000	J W Riley Elem School	170600000280			X		
Berwyn North SD 98	1706060	Karel Havlicek Elem School	170606000287			X		
Berwyn North SD 98	1706060	Lincoln Middle School	170606000288			X		
Berwyn North SD 98	1706060	Prairie Oak School	170606000285			X		
Berwyn South SD 100	1706090	Freedom Middle School	170609005026			X		
Berwyn South SD 100	1706090	Heritage Middle School	170609003422			X		
Berwyn South SD 100	1706090	Pershing Elem School	170609000293			X		
Bloom Twp HSD 206	1706420	Bloom High School	170642000312		X			X
Bloom Twp HSD 206	1706420	Bloom Trail High School	170642000313		X			X
Bond County CUSD 2	1717730	Greenville Elem School	171773002066			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Bradley Bourbonnais CHSD 307	1706960	Bradley-Bourbonnais C High School	170696000360			X		
Bradley SD 61	1706930	Bradley East Elem School	170693000358			X		
Bremen CHSD 228	1707050	Hillcrest High School	170705000365		X			X
Brooklyn UD 188	1723640	Lovejoy Elementary School	172364004710			X		
Brooklyn UD 188	1723640	Lovejoy Middle School	172364004711			X		
Brooklyn UD 188	1723640	Lovejoy Technology Academy	172364002587	X				
Brookwood SD 167	1716950	Brookwood Middle School	171695002005			X		
Burnham SD 154-5	1707860	Burnham Elem School	170786000400			X		
Bushnell Prairie City CUSD 170	1707950	Bushnell-Prairie City High Sch	170795000401			X		
CCSD 168	1735460	Rickover Jr High School	173546003698			X		
CCSD 168	1735460	Strassburg Elem	173546003699			X		
CCSD 168	1735460	Wagoner Elem	173546003700			X		
CCSD 62	1712120	North Elementary School	171212001466			X		
CCSD 62	1712120	South Elem School	171212001469			X		
CHSD 117	1703870	Antioch Comm High School	170387000075			X		
CHSD 117	1703870	Lakes Community High School	170387005622			X		
CHSD 218	1706540	DD Eisenhower High Sch (Campus)	170654000342		X			X
CHSD 94	1740440	Community High School	174044004071			X		
CUSD 3 Fulton County	1711400	Cuba Elem School	171140001371			X		
CUSD 3 Fulton County	1711400	Cuba Sr High School	171140001370		X			
CUSD 300	1708550	Carpentersville Middle School	170855004910			X		
CUSD 300	1708550	Golfview Elem School	170855000483			X		
CUSD 300	1708550	Lakewood School	170855005298			X		
CUSD 300	1708550	Meadowdale Elem School	170855000492			X		
CUSD 300	1708550	Perry Elementary School	170855004912			X		
Cahokia CUSD 187	1708040	Cahokia High School	170804000409		X			X
Cahokia CUSD 187	1708040	Centerville Elem School	170804000410			X		
Cairo USD 1	1708070	Bennett Elem School	170807000419			X		
Cairo USD 1	1708070	Cairo Jr/Sr High School	170807000420		X			X
Calumet City SD 155	1741520	Wentworth Intermediate School	174152003427			X		
Calumet City SD 155	1741520	Wentworth Jr High School	174152003426			X		
Calumet Public SD 132	1708130	Burr Oak Academy	170813005144			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Calumet Public SD 132	1708130	Burr Oak Elem School	170813000426			X		
Calumet Public SD 132	1708130	Calumet Elem School	170813000427			X		
Carbon Cliff-Barstow SD 36	1708310	Eagle Ridge School	170831004885			X		
Carbondale CHSD 165	1708370	Carbondale Comm H S	170837000454			X		
Carbondale ESD 95	1708340	Carbondale Middle School	170834000449			X		
Carrier Mills-Stonefort CUSD 2	1708580	Carrier Mills-Stonefort Elem Sch	170858000497			X		
Carrier Mills-Stonefort CUSD 2	1708580	Carrier Mills-Stonefort H S	170858000498		X			
Central CHSD 71	1704770	Central Comm High School	170477000176			X		
Centralia HSD 200	1709300	Centralia High School	170930000538			X		
Champaign CUSD 4	1709420	Dr Howard Elem School	170942000547			X		
Champaign CUSD 4	1709420	Stratton Elementary School	170942002356			X		
Champaign CUSD 4	1709420	Washington Elem School	170942000555			X		
Chaney-Monge SD 88	1709510	Chaney Elementary School	170951004940			X		
Chester CUSD 139	1709810	Chester Elem School	170981000578			X		
Chicago Heights SD 170	1709960	Garfield Elem School	170996001220			X		
Chicago Heights SD 170	1709960	Jefferson Elem School	170996001222			X		
Chicago Heights SD 170	1709960	Lincoln Elem School	170996001224			X		
Chicago Heights SD 170	1709960	McKinley Elementary School	170996001227			X		
Chicago Heights SD 170	1709960	Roosevelt Elem School	170996001225			X		
Chicago Heights SD 170	1709960	Washington Junior High	170996000053			X		
Chicago Heights SD 170	1709960	Wilson Elem School	170996001228			X		
Cicero SD 99	1710200	Abe Lincoln Elem School	171020001235			X		
Cicero SD 99	1710200	Cicero East Elem School	171020001236			X		
Cicero SD 99	1710200	Cicero West Elementary School	171020002479			X		
Cicero SD 99	1710200	Columbus East Elem School	171020001237			X		
Cicero SD 99	1710200	Columbus West Elementary School	171020002480			X		
Cicero SD 99	1710200	Daniel Burnham Elem School	171020001238			X		
Cicero SD 99	1710200	Drexel Elem School	171020001239			X		
Cicero SD 99	1710200	Goodwin Elementary School	171020001240			X		
Cicero SD 99	1710200	Liberty Elem School	171020000277			X		
Cicero SD 99	1710200	T Roosevelt Elem School	171020001243			X		
Cicero SD 99	1710200	Unity Jr High School	171020005660			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Cicero SD 99	1710200	Woodbine Elem School	171020001244			X		
Cicero SD 99	1710200	Woodrow Wilson Elem School	171020005025			X		
City of Chicago SD 299	1709930	Acad of Comm & Tech Charter HS	170993003432			X		
City of Chicago SD 299	1709930	Ace Technical Charter High School	170993005051	X				
City of Chicago SD 299	1709930	Addams Elem School	170993000884			X		
City of Chicago SD 299	1709930	Aldridge Elem School	170993001168			X		
City of Chicago SD 299	1709930	Altgeld Elem School	170993000909			X		
City of Chicago SD 299	1709930	Ames Middle School	170993002618			X		
City of Chicago SD 299	1709930	Amundsen High School	170993000587		X			X
City of Chicago SD 299	1709930	Andersen H C Elem Community Acad	170993000902			X		
City of Chicago SD 299	1709930	Armour Elem School	170993001001			X		
City of Chicago SD 299	1709930	Armstrong G Elem Int'L Studies	170993001181			X		
City of Chicago SD 299	1709930	Armstrong L Elem Math & Sci	170993000750			X		
City of Chicago SD 299	1709930	Ashburn Community Elem School	170993004718			X		
City of Chicago SD 299	1709930	Ashe Elem School	170993001071			X		
City of Chicago SD 299	1709930	Aspira Charter High School	170993005663			X		
City of Chicago SD 299	1709930	Attucks Elem School	170993000645			X		
City of Chicago SD 299	1709930	Austin Bus & Entrepreneurship HS	170993005890			X		
City of Chicago SD 299	1709930	Avalon Park Elem School	170993000582			X		
City of Chicago SD 299	1709930	Avondale Elem School	170993000583			X		
City of Chicago SD 299	1709930	Banneker Elem School	170993000584			X		
City of Chicago SD 299	1709930	Barnard Elem Comp Math & Sci Ctr	170993000585			X		
City of Chicago SD 299	1709930	Barry Elem School	170993000586			X		
City of Chicago SD 299	1709930	Barton Elem School	170993000589			X		
City of Chicago SD 299	1709930	Bass Elem School	170993000590			X		
City of Chicago SD 299	1709930	Bateman Elem School	170993000591			X		
City of Chicago SD 299	1709930	Beidler Elem School	170993000603			X		
City of Chicago SD 299	1709930	Belmont-Cragin Elem School	170993004720			X		
City of Chicago SD 299	1709930	Best Practice High School	170993001208	X				
City of Chicago SD 299	1709930	Bethune Elem School	170993000608			X		
City of Chicago SD 299	1709930	Bogan High School	170993000626	X				
City of Chicago SD 299	1709930	Bond Elem School	170993000611			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Bontemps Elem School	170993000949			X		
City of Chicago SD 299	1709930	Boone Elem School	170993000612			X		
City of Chicago SD 299	1709930	Bouchet Elem Math & Science Acad	170993000623			X		
City of Chicago SD 299	1709930	Bowen Environmental Studies HS	170993004712	X				
City of Chicago SD 299	1709930	Bradwell Comm Arts & Sci Elem Sch	170993000614			X		
City of Chicago SD 299	1709930	Brennemann Elem School	170993000616			X		
City of Chicago SD 299	1709930	Bridge Elem School	170993000618			X		
City of Chicago SD 299	1709930	Brighton Park Elem School	170993005486			X		
City of Chicago SD 299	1709930	Bronzeville Lighthouse Elem Chrtr	170993005889			X		
City of Chicago SD 299	1709930	Bronzeville Scholastic HS	170993005792	X				
City of Chicago SD 299	1709930	Brooks College Prep Academy HS	170993002031			X		
City of Chicago SD 299	1709930	Brown R Elem Community Acad	170993000981			X		
City of Chicago SD 299	1709930	Brown W Elem School	170993000621			X		
City of Chicago SD 299	1709930	Brownell Elem School	170993000622			X		
City of Chicago SD 299	1709930	Brunson Math & Sci Specialty Elem	170993000638			X		
City of Chicago SD 299	1709930	Burbank Elem School	170993000627			X		
City of Chicago SD 299	1709930	Burke Elem School	170993000629			X		
City of Chicago SD 299	1709930	Burnside Elem Scholastic Academy	170993000635			X		
City of Chicago SD 299	1709930	Caldwell Elem Acad of Math & Sci	170993000641			X		
City of Chicago SD 299	1709930	Cameron Elem School	170993000646			X		
City of Chicago SD 299	1709930	Canter Middle School	170993004957			X		
City of Chicago SD 299	1709930	Cardenas Elem School	170993001099			X		
City of Chicago SD 299	1709930	Carroll Elem School	170993000652			X		
City of Chicago SD 299	1709930	Carson Elem School	170993005546			X		
City of Chicago SD 299	1709930	Carter Elem School	170993000653			X		
City of Chicago SD 299	1709930	Carver Military Academy HS	170993000671		X			X
City of Chicago SD 299	1709930	Carver Primary School	170993000993			X		
City of Chicago SD 299	1709930	Casals Elem School	170993005303			X		
City of Chicago SD 299	1709930	Castellanos Elem School	170993000634			X		
City of Chicago SD 299	1709930	Catalyst Elem Charter School	170993005896			X		
City of Chicago SD 299	1709930	Cather Elem School	170993000656			X		
City of Chicago SD 299	1709930	Chalmers Elem Specialty School	170993000657			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Chase Elem School	170993000659			X		
City of Chicago SD 299	1709930	Chavez Elem Multicultural Acad Ct	170993000411			X		
City of Chicago SD 299	1709930	Chicago Academy High School	170993005061		X			X
City of Chicago SD 299	1709930	Chicago Discovery Academy HS	170993004713	X				
City of Chicago SD 299	1709930	Chicago International Charter	170993003505			X		
City of Chicago SD 299	1709930	Chicago Math & Sci Elem Charter	170993005092			X		
City of Chicago SD 299	1709930	Chicago Military Academy HS	170993003487		X			X
City of Chicago SD 299	1709930	Chicago Vocational Career Acad HS	170993000943	X				
City of Chicago SD 299	1709930	Christopher Elem School	170993004376			X		
City of Chicago SD 299	1709930	Claremont Academy Elem School	170993005109			X		
City of Chicago SD 299	1709930	Clark Acad Prep Magnet High Schl	170993005076			X		
City of Chicago SD 299	1709930	Clay Elem School	170993000661			X		
City of Chicago SD 299	1709930	Clemente Community Academy HS	170993001086	X				
City of Chicago SD 299	1709930	Clinton Elem School	170993000664			X		
City of Chicago SD 299	1709930	Coles Elem Language Academy	170993000666			X		
City of Chicago SD 299	1709930	Columbia Explorers Elem Academy	170993004277			X		
City of Chicago SD 299	1709930	Cook Elem School	170993000672			X		
City of Chicago SD 299	1709930	Cooper Elem Dual Language Academy	170993000676			X		
City of Chicago SD 299	1709930	Copernicus Elem School	170993001217			X		
City of Chicago SD 299	1709930	Corkery Elem School	170993000677			X		
City of Chicago SD 299	1709930	Corliss High School	170993001072	X			X	
City of Chicago SD 299	1709930	Crane Technical Prep High School	170993000717	X				
City of Chicago SD 299	1709930	Crown Elem Comm Acd Fine Arts Ctr	170993000678			X		
City of Chicago SD 299	1709930	Curie Metropolitan High School	170993001198		X			X
City of Chicago SD 299	1709930	Curtis Elem School	170993000650			X		
City of Chicago SD 299	1709930	Daley Elem Academy	170993004913			X		
City of Chicago SD 299	1709930	Darwin Elem School	170993000679			X		
City of Chicago SD 299	1709930	Davis N Elem School	170993000687			X		
City of Chicago SD 299	1709930	Dawes Elem School	170993000689			X		
City of Chicago SD 299	1709930	De Diego Elem Community Academy	170993000643			X		
City of Chicago SD 299	1709930	Delano Elem School	170993000690			X		
City of Chicago SD 299	1709930	Deneen Elem School	170993000691			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Depriest Elem School	170993001177			X		
City of Chicago SD 299	1709930	Dewey Elem Academy of Fine Arts	170993000706			X		
City of Chicago SD 299	1709930	Doolittle Elem School	170993005167			X		
City of Chicago SD 299	1709930	Douglass Academy High School	170993005789	X				
City of Chicago SD 299	1709930	Dubois Elem School	170993000731			X		
City of Chicago SD 299	1709930	Dulles Elem School	170993000682			X		
City of Chicago SD 299	1709930	Dumas Elem School	170993000732			X		
City of Chicago SD 299	1709930	Dunbar Vocational Career Acad HS	170993000588	X				
City of Chicago SD 299	1709930	Dunne Elem Math Sci & Tech Acad	170993000734			X		
City of Chicago SD 299	1709930	Durkin Park Elem School	170993005690			X		
City of Chicago SD 299	1709930	Dvorak Elem Specialty Academy	170993000737			X		
City of Chicago SD 299	1709930	Dyett High School	170993004265	X				
City of Chicago SD 299	1709930	Earle Elem School	170993000738			X		
City of Chicago SD 299	1709930	Eberhart Elem School	170993000739			X		
City of Chicago SD 299	1709930	Edwards Elem School	170993000744			X		
City of Chicago SD 299	1709930	Ellington Elem School	170993000748			X		
City of Chicago SD 299	1709930	Emmet Elem School	170993000751			X		
City of Chicago SD 299	1709930	Entrepreneurshp High School	170993004714	X				
City of Chicago SD 299	1709930	Erie Elem Charter School	170993005797			X		
City of Chicago SD 299	1709930	Esmond Elem School	170993000753			X		
City of Chicago SD 299	1709930	Everett Elem School	170993000755			X		
City of Chicago SD 299	1709930	Evergreen Academy Elem School	170993005489			X		
City of Chicago SD 299	1709930	Fairfield Elem Academy	170993002631			X		
City of Chicago SD 299	1709930	Falconer Elem School	170993000759			X		
City of Chicago SD 299	1709930	Faraday Elem School	170993000762			X		
City of Chicago SD 299	1709930	Farragut Career Academy HS	170993000788	X				
City of Chicago SD 299	1709930	Fermi Elem School	170993000768			X		
City of Chicago SD 299	1709930	Field Elem School	170993000771			X		
City of Chicago SD 299	1709930	Finkl Elem School	170993001351			X		
City of Chicago SD 299	1709930	Fiske Elem School	170993000773			X		
City of Chicago SD 299	1709930	Foreman High School	170993000799	X				
City of Chicago SD 299	1709930	Foster Park Elem School	170993001186			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Frazier Prep Acad Elem School	170993005934			X		
City of Chicago SD 299	1709930	Fuller Elem School	170993000778			X		
City of Chicago SD 299	1709930	Fulton Elem School	170993000780			X		
City of Chicago SD 299	1709930	Funston Elem School	170993000781			X		
City of Chicago SD 299	1709930	Gage Park High School	170993000809	X				
City of Chicago SD 299	1709930	Gale Elem Community Academy	170993000782			X		
City of Chicago SD 299	1709930	Gallistel Elem Language Academy	170993000783			X		
City of Chicago SD 299	1709930	Gary Elem School	170993000785			X		
City of Chicago SD 299	1709930	Gillespie Elem School	170993000816			X		
City of Chicago SD 299	1709930	Global Visions High School	170993005668	X				
City of Chicago SD 299	1709930	Goldblatt Elem School	170993000795			X		
City of Chicago SD 299	1709930	Gompers Elem Fine Arts Opt School	170993000796			X		
City of Chicago SD 299	1709930	Goodlow Elem Magnet School	170993000754			X		
City of Chicago SD 299	1709930	Goudy Elem School	170993000797			X		
City of Chicago SD 299	1709930	Graham A Elem School	170993000800			X		
City of Chicago SD 299	1709930	Gray Elem School	170993000803			X		
City of Chicago SD 299	1709930	Greene N Elem School	170993000806			X		
City of Chicago SD 299	1709930	Gresham Elem School	170993000811			X		
City of Chicago SD 299	1709930	Guggenheim Elem School	170993000814			X		
City of Chicago SD 299	1709930	Gunsaulus Elem Scholastic Academy	170993000745			X		
City of Chicago SD 299	1709930	Haines Elem School	170993000815			X		
City of Chicago SD 299	1709930	Hale Elem School	170993000819			X		
City of Chicago SD 299	1709930	Haley Elem Academy	170993000615			X		
City of Chicago SD 299	1709930	Hamline Elem School	170993000823			X		
City of Chicago SD 299	1709930	Hammond Elem School	170993000824			X		
City of Chicago SD 299	1709930	Hampton Elem Fine & Perf Arts Sch	170993003995			X		
City of Chicago SD 299	1709930	Hancock College Preparatory HS	170993001980	X				
City of Chicago SD 299	1709930	Hanson Park Elem School	170993000720			X		
City of Chicago SD 299	1709930	Harlan Community Academy HS	170993000851		X			X
City of Chicago SD 299	1709930	Harvard Elem School	170993000830			X		
City of Chicago SD 299	1709930	Haugan Elem School	170993000831			X		
City of Chicago SD 299	1709930	Hay Elem Community Academy	170993001193			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Hayt Elem School	170993000834			X		
City of Chicago SD 299	1709930	Healy Elem School	170993000835			X		
City of Chicago SD 299	1709930	Hearst Elem School	170993000836			X		
City of Chicago SD 299	1709930	Hedges Elem School	170993000837			X		
City of Chicago SD 299	1709930	Henderson Elem School	170993000842			X		
City of Chicago SD 299	1709930	Henry Elem School	170993000844			X		
City of Chicago SD 299	1709930	Henson Elem School	170993000845			X		
City of Chicago SD 299	1709930	Herbert Elem School	170993000846			X		
City of Chicago SD 299	1709930	Herzl Elem School	170993000847			X		
City of Chicago SD 299	1709930	Hibbard Elem School	170993000854			X		
City of Chicago SD 299	1709930	Higgins Elem Community Academy	170993000855			X		
City of Chicago SD 299	1709930	Hinton Elem School	170993000856			X		
City of Chicago SD 299	1709930	Hirsch Metropolitan High School	170993000879	X				
City of Chicago SD 299	1709930	Holden Elem School	170993000858			X		
City of Chicago SD 299	1709930	Holmes Elem School	170993000861			X		
City of Chicago SD 299	1709930	Hope College Prep High School	170993004266	X				
City of Chicago SD 299	1709930	Howe Elem School	170993000862			X		
City of Chicago SD 299	1709930	Hubbard High School	170993000889		X			X
City of Chicago SD 299	1709930	Hughes C Elem School	170993000865			X		
City of Chicago SD 299	1709930	Hurley Elem School	170993000866			X		
City of Chicago SD 299	1709930	Hyde Park Academy High School	170993000893	X				
City of Chicago SD 299	1709930	Infinity Math Science & Tech HS	170993005795		X			X
City of Chicago SD 299	1709930	Irving Elem School	170993000867			X		
City of Chicago SD 299	1709930	Jackson M Elem School	170993001091			X		
City of Chicago SD 299	1709930	Jenner Elem Academy of The Arts	170993000874			X		
City of Chicago SD 299	1709930	Johnson Elem School	170993000880			X		
City of Chicago SD 299	1709930	Jordan Elem Community School	170993000441			X		
City of Chicago SD 299	1709930	Juarez Community Academy HS	170993000722		X			X
City of Chicago SD 299	1709930	Julian High School	170993000895	X				
City of Chicago SD 299	1709930	Jungman Elem School	170993000881			X		
City of Chicago SD 299	1709930	Kanoon Elem Magnet School	170993000787			X		
City of Chicago SD 299	1709930	Kelly High School	170993000920		X			X

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Kelvyn Park High School	170993000923	X				
City of Chicago SD 299	1709930	Kennedy High School	170993000924		X			X
City of Chicago SD 299	1709930	Kenwood Academy High School	170993000925			X		
City of Chicago SD 299	1709930	Kershaw Elem School	170993000883			X		
City of Chicago SD 299	1709930	Key Elem School	170993000885			X		
City of Chicago SD 299	1709930	Kilmer Elem School	170993000886			X		
City of Chicago SD 299	1709930	King College Prep High School	170993000931			X		
City of Chicago SD 299	1709930	King Elem School	170993000887			X		
City of Chicago SD 299	1709930	Kohn Elem School	170993000896			X		
City of Chicago SD 299	1709930	Kozminski Elem Community Academy	170993000903			X		
City of Chicago SD 299	1709930	Lafayette Elem School	170993000904			X		
City of Chicago SD 299	1709930	Lake View High School	170993000941			X		
City of Chicago SD 299	1709930	Lara Elem Academy	170993001612			X		
City of Chicago SD 299	1709930	Lathrop Elem School	170993000906			X		
City of Chicago SD 299	1709930	Lavizzo Elem School	170993001135			X		
City of Chicago SD 299	1709930	Lawndale Elem Community Academy	170993000907			X		
City of Chicago SD 299	1709930	Lawrence Elem School	170993000932			X		
City of Chicago SD 299	1709930	Lee Elem School	170993001214			X		
City of Chicago SD 299	1709930	Lewis Elem School	170993000911			X		
City of Chicago SD 299	1709930	Libby Elem School	170993000916			X		
City of Chicago SD 299	1709930	Linne Elem School	170993000919			X		
City of Chicago SD 299	1709930	Little Village Elem School	170993001608			X		
City of Chicago SD 299	1709930	Lloyd Elem School	170993000926			X		
City of Chicago SD 299	1709930	Locke J Elem School	170993000927			X		
City of Chicago SD 299	1709930	Lovett Elem School	170993000929			X		
City of Chicago SD 299	1709930	Lowell Elem School	170993000930			X		
City of Chicago SD 299	1709930	Lozano Elem Bilingual & Intl Ctr	170993000901			X		
City of Chicago SD 299	1709930	Lyon Elem School	170993000934			X		
City of Chicago SD 299	1709930	Madero Middle School	170993004915			X		
City of Chicago SD 299	1709930	Madison Elem School	170993000935			X		
City of Chicago SD 299	1709930	Manierre Elem School	170993000936			X		
City of Chicago SD 299	1709930	Manley Career Academy High School	170993001125	X				

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Mann Elem School	170993000937			X		
City of Chicago SD 299	1709930	Marconi Elem Community Academy	170993000938			X		
City of Chicago SD 299	1709930	Marquette Elem School	170993000940			X		
City of Chicago SD 299	1709930	Marsh Elem School	170993000939			X		
City of Chicago SD 299	1709930	Marshall Middle School	170993000389			X		
City of Chicago SD 299	1709930	Mason Elem School	170993000944			X		
City of Chicago SD 299	1709930	Mather High School	170993000977		X			X
City of Chicago SD 299	1709930	May Elem Community Academy	170993000948			X		
City of Chicago SD 299	1709930	Mayer Elem School	170993000950			X		
City of Chicago SD 299	1709930	Mayo Elem School	170993000951			X		
City of Chicago SD 299	1709930	Mcauliffe Elem School	170993005547			X		
City of Chicago SD 299	1709930	Mccormick Elem School	170993000955			X		
City of Chicago SD 299	1709930	Mccutcheon Elem School	170993000956			X		
City of Chicago SD 299	1709930	Mckay Elem School	170993000958			X		
City of Chicago SD 299	1709930	Mcnaire Elem School	170993001191			X		
City of Chicago SD 299	1709930	Mcpherson Elem School	170993000959			X		
City of Chicago SD 299	1709930	Melody Elem School	170993000963			X		
City of Chicago SD 299	1709930	Metcalfe Elem Community Academy	170993000675			X		
City of Chicago SD 299	1709930	Mireles Elem Academy	170993001084			X		
City of Chicago SD 299	1709930	Mollison Elem School	170993000966			X		
City of Chicago SD 299	1709930	Monroe Elem School	170993000968			X		
City of Chicago SD 299	1709930	Moos Elem School	170993000969			X		
City of Chicago SD 299	1709930	Morgan Elem School	170993001160			X		
City of Chicago SD 299	1709930	Morrill Elem Math & Sci School	170993000970			X		
City of Chicago SD 299	1709930	Morton Elem Career Academy	170993004956			X		
City of Chicago SD 299	1709930	Mount Vernon Elem School	170993000978			X		
City of Chicago SD 299	1709930	Mozart Elem School	170993000979			X		
City of Chicago SD 299	1709930	Multicultural Arts High School	170993005794	X				
City of Chicago SD 299	1709930	Namaste Elem Charter School	170993005102			X		
City of Chicago SD 299	1709930	Nash Elem School	170993000985			X		
City of Chicago SD 299	1709930	National Teachers Elem Academy	170993004722			X		
City of Chicago SD 299	1709930	Neil Elem School	170993000987			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	New Field Elem School	170993005687			X		
City of Chicago SD 299	1709930	New Millenium Health High School	170993005072	X				
City of Chicago SD 299	1709930	Nicholson Elem Math & Science	170993000597			X		
City of Chicago SD 299	1709930	Nightingale Elem School	170993000992			X		
City of Chicago SD 299	1709930	Ninos Heroes Elem Academic Ctr	170993001128			X		
City of Chicago SD 299	1709930	Nixon Elem School	170993000994			X		
City of Chicago SD 299	1709930	Nobel Elem School	170993000996			X		
City of Chicago SD 299	1709930	Noble Street Charter High School	170993003479			X		
City of Chicago SD 299	1709930	North Lawndale Charter HS	170993003474	X				
City of Chicago SD 299	1709930	North-Grand High School	170993005074	X				
City of Chicago SD 299	1709930	Northwest Middle School	170993003567			X		
City of Chicago SD 299	1709930	O'Keeffe Elem School	170993001005			X		
City of Chicago SD 299	1709930	O'Toole Elem School	170993001013			X		
City of Chicago SD 299	1709930	Oglesby Elem School	170993001004			X		
City of Chicago SD 299	1709930	Orozco Elem Fine Arts & Sciences	170993004954			X		
City of Chicago SD 299	1709930	Ortiz De Dominguez Elem School	170993001610			X		
City of Chicago SD 299	1709930	Overton Elem School	170993001014			X		
City of Chicago SD 299	1709930	Paderewski Elem Learning Academy	170993001016			X		
City of Chicago SD 299	1709930	Palmer Elem School	170993001017			X		
City of Chicago SD 299	1709930	Park Manor Elem School	170993001021			X		
City of Chicago SD 299	1709930	Parker Elem Community Academy	170993001019			X		
City of Chicago SD 299	1709930	Parkman Elem School	170993001020			X		
City of Chicago SD 299	1709930	Parkside Elem Community Academy	170993001022			X		
City of Chicago SD 299	1709930	Pasteur Elem School	170993001023			X		
City of Chicago SD 299	1709930	Peck Elem School	170993001025			X		
City of Chicago SD 299	1709930	Peirce Elem Intl Studies School	170993001027			X		
City of Chicago SD 299	1709930	Penn Elem School	170993001028			X		
City of Chicago SD 299	1709930	Perez Elem School	170993005410			X		
City of Chicago SD 299	1709930	Perspectives Charter High School	170993003450			X		
City of Chicago SD 299	1709930	Phoenix Military Academy HS	170993004715			X		
City of Chicago SD 299	1709930	Piccolo Elem Specialty School	170993001011			X		
City of Chicago SD 299	1709930	Pickard Elem School	170993001034			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Pilsen Elem Community Academy	170993000878			X		
City of Chicago SD 299	1709930	Polaris Elem Charter Academy	170993005919			X		
City of Chicago SD 299	1709930	Pope Elem School	170993001062			X		
City of Chicago SD 299	1709930	Portage Park Elem School	170993001039			X		
City of Chicago SD 299	1709930	Powell Elem Paideia Comm Academy	170993001213			X		
City of Chicago SD 299	1709930	Price Lit & Writing Elem School	170993001042			X		
City of Chicago SD 299	1709930	Prosser Career Academy HS	170993000681		X			X
City of Chicago SD 299	1709930	Pulaski Elem Fine Arts Academy	170993001045			X		
City of Chicago SD 299	1709930	Pullman Elem School	170993001046			X		
City of Chicago SD 299	1709930	Raby High School	170993005075	X				
City of Chicago SD 299	1709930	Randolph Elem School	170993000769			X		
City of Chicago SD 299	1709930	Ravenswood Elem School	170993001050			X		
City of Chicago SD 299	1709930	Reavis Elem Math & Sci Spec Schl	170993001052			X		
City of Chicago SD 299	1709930	Reed Elem School	170993001053			X		
City of Chicago SD 299	1709930	Reilly Elem School	170993001054			X		
City of Chicago SD 299	1709930	Reinberg Elem School	170993001055			X		
City of Chicago SD 299	1709930	Revere Elem School	170993001056			X		
City of Chicago SD 299	1709930	Richards Career Academy HS	170993000718	X				
City of Chicago SD 299	1709930	Rickover Naval Academy High Schl	170993005078			X		
City of Chicago SD 299	1709930	Robeson High School	170993000967	X				
City of Chicago SD 299	1709930	Robinson Elem School	170993000694			X		
City of Chicago SD 299	1709930	Roosevelt High School	170993001093		X			X
City of Chicago SD 299	1709930	Roque De Duprey Elem School	170993005485			X		
City of Chicago SD 299	1709930	Ross Elem School	170993001060			X		
City of Chicago SD 299	1709930	Ruggles Elem School	170993001064			X		
City of Chicago SD 299	1709930	Ruiz Elem School	170993005413			X		
City of Chicago SD 299	1709930	Ryder Elem Math & Sci Spec School	170993001065			X		
City of Chicago SD 299	1709930	Ryerson Elem School	170993001066			X		
City of Chicago SD 299	1709930	Sandoval Elem School	170993003566			X		
City of Chicago SD 299	1709930	Saucedo Elem Scholastic Academy	170993004917			X		
City of Chicago SD 299	1709930	Sawyer Elem School	170993001068			X		
City of Chicago SD 299	1709930	Scammon Elem School	170993001073			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Schmid Elem School	170993001077			X		
City of Chicago SD 299	1709930	Schneider Elem School	170993001078			X		
City of Chicago SD 299	1709930	School of Leadership High School	170993005665	X			X	
City of Chicago SD 299	1709930	School of Social Justice HS	170993005793	X				
City of Chicago SD 299	1709930	School of Technology High School	170993005664	X				
City of Chicago SD 299	1709930	School of The Arts High School	170993004717	X				
City of Chicago SD 299	1709930	Schubert Elem School	170993001079			X		
City of Chicago SD 299	1709930	Schurz High School	170993001111		X			X
City of Chicago SD 299	1709930	Senn High School	170993001114	X			X	
City of Chicago SD 299	1709930	Seward Elem Communication Arts Ac	170993001080			X		
City of Chicago SD 299	1709930	Sexton Elem School	170993001081			X		
City of Chicago SD 299	1709930	Shabazz International Chrtr Schls	170993003539			X		
City of Chicago SD 299	1709930	Sherman Elem School	170993001085			X		
City of Chicago SD 299	1709930	Sherwood Elem School	170993001087			X		
City of Chicago SD 299	1709930	Shields Elem School	170993001092			X		
City of Chicago SD 299	1709930	Shoesmith Elem School	170993001094			X		
City of Chicago SD 299	1709930	Shoop Math-Sci Tech Elem Academy	170993001095			X		
City of Chicago SD 299	1709930	Simeon Career Academy High School	170993000758		X			X
City of Chicago SD 299	1709930	Smith W Elem School	170993000928			X		
City of Chicago SD 299	1709930	Smyser Elem School	170993001097			X		
City of Chicago SD 299	1709930	Smyth J Elem School	170993001098			X		
City of Chicago SD 299	1709930	Songhai Elem Learning Institute	170993001074			X		
City of Chicago SD 299	1709930	Spencer Elem Math & Sci Academy	170993001101			X		
City of Chicago SD 299	1709930	Spry Community Links High School	170993005677			X		
City of Chicago SD 299	1709930	Spry Elem Community School	170993001106			X		
City of Chicago SD 299	1709930	Stagg Elem School	170993001102			X		
City of Chicago SD 299	1709930	Steinmetz Academic Centre HS	170993001139		X			X
City of Chicago SD 299	1709930	Stevenson Elem School	170993001103			X		
City of Chicago SD 299	1709930	Stewart Elem School	170993001104			X		
City of Chicago SD 299	1709930	Stowe Elem School	170993001109			X		
City of Chicago SD 299	1709930	Sullivan Elem School	170993001116			X		
City of Chicago SD 299	1709930	Sullivan High School	170993001149		X			X

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Talman Elem School	170993004726			X		
City of Chicago SD 299	1709930	Tanner Elem School	170993001044			X		
City of Chicago SD 299	1709930	Tarkington Elem School	170993005803			X		
City of Chicago SD 299	1709930	Taylor Elem School	170993001120			X		
City of Chicago SD 299	1709930	Telpochcalli Elem School	170993001613			X		
City of Chicago SD 299	1709930	Thorp J N Elem School	170993001122			X		
City of Chicago SD 299	1709930	Tilden Career Communtiy Academy HS	170993001161	X			X	
City of Chicago SD 299	1709930	Till Elem Math & Science Academy	170993001165			X		
City of Chicago SD 299	1709930	Tilton Elem School	170993001124			X		
City of Chicago SD 299	1709930	Tonti Elem School	170993001127			X		
City of Chicago SD 299	1709930	Twain Elem School	170993001130			X		
City of Chicago SD 299	1709930	Univ of Chicago Elem Charter Schl	170993003542			X		
City of Chicago SD 299	1709930	Uno Network Elem Charter School	170993003555			X		
City of Chicago SD 299	1709930	Uplift Community High School	170993005787			X		
City of Chicago SD 299	1709930	Urban Prep Academy Charter HS	170993005884			X		
City of Chicago SD 299	1709930	Volta Elem School	170993001138			X		
City of Chicago SD 299	1709930	Von Humboldt Elem School	170993001140			X		
City of Chicago SD 299	1709930	Wadsworth Elem School	170993001144			X		
City of Chicago SD 299	1709930	Walsh Elem School	170993001136			X		
City of Chicago SD 299	1709930	Warren Elem School	170993001166			X		
City of Chicago SD 299	1709930	Washington G High School	170993001189		X			X
City of Chicago SD 299	1709930	Washington H Elem School	170993001031			X		
City of Chicago SD 299	1709930	Waters Elem School	170993001147			X		
City of Chicago SD 299	1709930	Webster Elem School	170993001148			X		
City of Chicago SD 299	1709930	Wells Community Academy HS	170993001192	X				
City of Chicago SD 299	1709930	Wentworth Elem School	170993001150			X		
City of Chicago SD 299	1709930	West Park Elem Academy	170993002042			X		
City of Chicago SD 299	1709930	West Pullman Elem School	170993001152			X		
City of Chicago SD 299	1709930	Westcott Elem School	170993001151			X		
City of Chicago SD 299	1709930	Whistler Elem School	170993001155			X		
City of Chicago SD 299	1709930	White Elem Career Academy	170993000801			X		
City of Chicago SD 299	1709930	Whitney Elem School	170993001157			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
City of Chicago SD 299	1709930	Whittier Elem School	170993001159			X		
City of Chicago SD 299	1709930	Williams Multiplex Elem School	170993005685			X		
City of Chicago SD 299	1709930	Woods Elem Math & Science Academy	170993000786			X		
City of Chicago SD 299	1709930	Woodson South Elem School	170993001163			X		
City of Chicago SD 299	1709930	World Language High School	170993005788	X				
City of Chicago SD 299	1709930	Yale Elem School	170993001164			X		
City of Chicago SD 299	1709930	Yates Elem School	170993001176			X		
City of Chicago SD 299	1709930	Young Elem School	170993001171			X		
City of Chicago SD 299	1709930	Young Womens Leadership Chartr HS	170993003981			X		
City of Chicago SD 299	1709930	Youth Connections Charter HS	170993003473		X			X
City of Chicago SD 299	1709930	Zapata Elem Academy	170993001609			X		
Clay City CUSD 10	1710340	Clay City High School	171034001252		X			
Collinsville CUSD 10	1710650	Kreitner Elem School	171065001281			X		
Comm Cons SD 59	1713770	Adm Richard E Byrd Elem School	171377001713			X		
Comm Cons SD 59	1713770	John Jay Elem School	171377001727			X		
Comm Cons SD 59	1713770	Salt Creek Elem School	171377001726			X		
Cook County SD 130	1706510	Everett F Kerr Middle School	170651000328			X		
Cook County SD 130	1706510	Lincoln Elem School	170651000332			X		
Cook County SD 130	1706510	Nathan Hale Middle School	170651000334			X		
Cook County SD 130	1706510	Paul Revere Intermediate School	170651000336			X		
Cook County SD 130	1706510	Paul Revere Primary School	170651004251			X		
Cook County SD 130	1706510	Whittier Elementary School	170651000338			X		
Country Club Hills SD 160	1711010	Meadowview School	171101001331			X		
Country Club Hills SD 160	1711010	Southwood Middle School	171101001332			X		
Country Club Hills SD 160	1711010	Zenon J Sykuta School	171101001334			X		
Crete Monee CUSD 201U	1711250	Balmoral Elem Sch	171125001342			X		
Crete Monee CUSD 201U	1711250	Crete Elementary School	171125001343			X		
Crystal Lake CCSD 47	1711350	Canterbury Elem School	171135001357			X		
Crystal Lake CCSD 47	1711350	North Elem School	171135001361			X		
Danville CCSD 118	1711790	East Park Elementary School	171179005274			X		
Danville CCSD 118	1711790	Meade Park Elem School	171179001391			X		
DeKalb CUSD 428	1712000	Jefferson Elem School	171200001451			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
DePue USD 103	1712090	DePue Elem School	171209004603			X		
Decatur SD 61	1711850	Benjamin Franklin Elem School	171185001404			X		
Decatur SD 61	1711850	Durfee Elem School	171185001400			X		
Decatur SD 61	1711850	Eisenhower High School	171185001405		X			
Decatur SD 61	1711850	Hope Academy	171185005629			X		
Decatur SD 61	1711850	Parsons Accelerated School	171185001432			X		
Decatur SD 61	1711850	South Shores Elem School	171185001418			X		
Decatur SD 61	1711850	Stephen Decatur Middle School	171185004100			X		
Decatur SD 61	1711850	Thomas Jefferson Middle School	171185001413			X		
Diamond Lake SD 76	1712210	Diamond Lake Elem School	171221001474			X		
Dolton SD 148	1712450	Harriet Tubman School	171245001300			X		
Dolton SD 148	1712450	Park Elementary School	171245005420			X		
Dolton SD 148	1712450	Riverdale School	171245001497			X		
Dolton SD 148	1712450	Washington Elem School	171245001501			X		
Dolton SD 148	1712450	Washington Junior High	171245005040			X		
Dolton SD 149	1712420	Berger-Vandenberg Elem School	171242001493			X		
Dolton SD 149	1712420	Carol Moseley Braun School	171242003924			X		
Dolton SD 149	1712420	Caroline Sibley Elem School	171242001489			X		
Dolton SD 149	1712420	Dirksen Middle School	171242001491			X		
Dolton SD 149	1712420	New Beginnings Learning Academy	171242005043			X		
Dongola USD 66	1712480	Dongola High School	171248001502		X			X
Dongola USD 66	1712480	Dongola Jr High School	171248004610			X		
DuPage HSD 88	1713940	Willowbrook High School	171394001738			X		
Duquoin CUSD 300	1712760	Duquoin Elementary School	171276001535			X		
Duquoin CUSD 300	1712760	Duquoin Middle School	171276001531			X		
ESD 159	1736300	Colin Powell Middle Sch	173630005774			X		
East Alton-Wood River CHSD 14	1712990	East Alton-Wood River High Sch	171299001547			X		
East Dubuque USD 119	1713050	East Dubuque Elem School	171305001549			X		
East Maine SD 63	1713140	Apollo Elem School	171314000063			X		
East Maine SD 63	1713140	Stevenson School	171314003421			X		
East Peoria CHSD 309	1713230	East Peoria High School	171323001567			X		
East St Louis SD 189	1713320	Donald McHenry Elementary School	171332005005			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
East St Louis SD 189	1713320	East St Louis Senior High School	171332004975	X				
East St Louis SD 189	1713320	East St Louis-Lincoln Middle Sch	171332003243			X		
East St Louis SD 189	1713320	Gordon Bush Elementary	171332005866			X		
East St Louis SD 189	1713320	Katie Harper-Wright Elem	171332005849			X		
East St Louis SD 189	1713320	Mason/Clark Middle Sch	171332004977			X		
East St Louis SD 189	1713320	SIU Charter Sch of East St Louis	171332003770			X		
East St Louis SD 189	1713320	Tomorrows Builders Charter Schl	171332004899			X		
East St Louis SD 189	1713320	Wyvetter Younge Middle Sch	171332004980			X		
Eldorado CUSD 4	1713660	Eldorado Elem School	171366001661			X		
Eldorado CUSD 4	1713660	Eldorado High School	171366001662		X			
Evanston CCSD 65	1714460	Washington Elem School	171446001802			X		
Evanston Twp HSD 202	1714490	Evanston Twp High School	171449001804			X		
Evergreen Park CHSD 231	1714580	Evergreen Park High School	171458001810			X		
Evergreen Park ESD 124	1714550	Northeast Elem School	171455001806			X		
Fairfield Comm H S Dist 225	1726180	Fairfield Comm High School	172618001816			X		
Fairmont SD 89	1714760	Fairmont School	171476004930			X		
Fenton CHSD 100	1715030	Fenton High School	171503001832			X		
Ford Heights SD 169	1710950	Cottage Grove Upper Grade Center	171095005419			X		
Forest Park SD 91	1715450	Forest Park Middle School	171545001858			X		
Frankfort CUSD 168	1741580	Frankfort Intermediate School	174158004167			X		
Freeport SD 145	1715900	Carl Sandburg Middle Sch	171590001904			X		
Freeport SD 145	1715900	Center Elem School	171590001897			X		
Gallatin CUSD 7	1700045	Gallatin High School	170004505236			X		
Gardner S Wilmington Twp HSD 73	1716260	Gardner-South Wilmington Twp H S	171626001942			X		
Gavin SD 37	1716290	Gavin Central School	171629001943			X		
Gen George Patton SD 133	1730900	Gen George Patton Elem School	173090003220			X		
Georgetown-Ridge Farm CUD 4	1700092	Mary Miller Junior High School	170009205256			X		
Gillespie CUSD 7	1716680	Benld Elementary School	171668001973			X		
Girard CUSD 3	1716740	Girard Jr/Sr High School	171674001978			X		
Glenbard Twp HSD 87	1716830	Glenbard East High School	171683001988			X		
Glenview CCSD 34	1716920	Hoffman Elem School	171692002000			X		
Granite City CUSD 9	1717280	Maryville Elem School	171728002034			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Granite City CUSD 9	1717280	Prather Elementary School	171728005016			X		
Granite City CUSD 9	1717280	Wilson Elem School	171728002045			X		
Grant CHSD 124	1717340	Grant Community High School	171734002050			X		
Gurnee SD 56	1717800	O Plaine School	171780002074			X		
Hall HSD 502	1718030	Hall High School	171803002082			X		
Hardin County CUSD 1	1718200	Hardin County Elem School	171820004656			X		
Harlem UD 122	1718240	Rock Cut Elem School	171824002105			X		
Harrisburg CUSD 3	1718270	East Side Intermediate School	171827004403			X		
Harvard CUSD 50	1718420	Central Elem School	171842002124			X		
Harvard CUSD 50	1718420	Jefferson Elem School	171842002127			X		
Harvey SD 152	1718450	Brooks Middle School	171845002129			X		
Harvey SD 152	1718450	Lowell-Longfellow Elem School	171845002134			X		
Hawthorn CCSD 73	1718570	Hawthorn Elem School North	171857002151			X		
Hazel Crest SD 152-5	1718600	Robert Frost Middle School	171860002565			X		
Herrin CUSD 4	1718810	Herrin C U S D 4 Elem School	171881001624			X		
Highland CUSD 5	1718990	Highland Elementary School	171899004111			X		
Hillside SD 93	1719230	Hillside Elem School	171923002210			X		
Hinsdale Twp HSD 86	1719320	Hinsdale South High School	171932002223			X		
Hononegah CHD 207	1719620	Hononegah High School	171962002236			X		
Hoover-Schrum Memorial SD 157	1719680	Hoover Elem School	171968002242			X		
Illini Central CUSD 189	1700113	Illini Central Grade School	170011305388			X		
Illini West H S Dist 307	1701384	Illini West High School	170138405922			X		
Indian Springs SD 109	1707170	George T Wilkins Elem School	170717000371			X		
J S Morton HSD 201	1726880	J Sterling Morton East High Sch	172688002871		X			X
J S Morton HSD 201	1726880	J Sterling Morton West High Sch	172688002872		X			X
Joliet PSD 86	1720580	A O Marshall Elem School	172058002323			X		
Joliet PSD 86	1720580	Carl Sandburg Elementary	172058004928			X		
Joliet PSD 86	1720580	Edna Keith Elem School	172058002327			X		
Joliet PSD 86	1720580	Farragut Elem School	172058002331			X		
Joliet PSD 86	1720580	Gompers Junior High School	172058002333			X		
Joliet PSD 86	1720580	Hufford Junior High School	172058002334			X		
Joliet PSD 86	1720580	Lynne Thigpen Elem School	172058005731			X		

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LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Joliet PSD 86	1720580	M J Cunningham Elem Sch	172058002325			X		
Joliet PSD 86	1720580	T E Culbertson Elem School	172058002344			X		
Joliet PSD 86	1720580	Washington Jr High & Academy Prgm	172058002348			X		
Joliet PSD 86	1720580	Woodland Elem School	172058002347			X		
Joliet Twp HSD 204	1720610	Joliet Central High School	172061002350			X		
Joliet Twp HSD 204	1720610	Joliet West High School	172061002352			X		
Kankakee SD 111	1720760	John Kennedy Middle Grade School	172076005569			X		
Kankakee SD 111	1720760	Kankakee High School	172076002362		X			
Kankakee SD 111	1720760	Kankakee Junior High School	172076005023			X		
Kankakee SD 111	1720760	King Middle Grade School	172076002366			X		
Keeneyville SD 20	1720880	Greenbrook Elem School	172088004682			X		
Keeneyville SD 20	1720880	Spring Wood Middle School	172088002375			X		
Kewanee CUSD 229	1721000	Central Elem	172100002380			X		
La Grange SD 102	1721600	Congress Park Elem School	172160002420			X		
La Salle ESD 122	1722080	Northwest Elem School	172208002478			X		
La Salle-Peru Twp HSD 120	1722110	La Salle-Peru Twp High School	172211002481			X		
Lake Park CHSD 108	1721840	Lake Park High School	172184002454			X		
Lake Villa CCSD 41	1721870	Olive C Martin School	172187004809			X		
Lansing SD 158	1722020	Coolidge Elementary School	172202002467			X		
Lansing SD 158	1722020	Oak Glen Elem School	172202002468			X		
Lansing SD 158	1722020	Reavis Elem School	172202002471			X		
Laraway CCSD 70C	1722050	Laraway Elem School	172205002473			X		
Leyden CHSD 212	1722740	East Leyden High School	172274002520			X		
Leyden CHSD 212	1722740	West Leyden High School	172274002522			X		
Limestone CHSD 310	1722950	Limestone Community High School	172295002535			X		
Lincoln CHSD 404	1723050	Lincoln Comm High School	172305002542			X		
Lyons SD 103	1723850	Washington Middle School	172385002600			X		
Madison CUSD 12	1723970	Bernard Long Elem School	172397002617			X		
Madison CUSD 12	1723970	Harris Elem School	172397002619			X		
Madison CUSD 12	1723970	Madison Middle School	172397002621			X		
Madison CUSD 12	1723970	Madison Senior High School	172397002622	X				
Maine Township HSD 207	1724090	Maine East High School	172409005030			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Mannheim SD 83	1724330	Mannheim Middle School	172433002642			X		
Mannheim SD 83	1724330	Roy Elem School	172433002643			X		
Manteno CUSD 5	1724390	Manteno Middle School	172439002648			X		
Marengo CHSD 154	1724570	Marengo High School	172457002661			X		
Marquardt SD 15	1724780	G Stanley Hall Elem School	172478002687			X		
Marquardt SD 15	1724780	Marquardt Middle School	172478002688			X		
Marquardt SD 15	1724780	Reskin Elem School	172478002689			X		
Mattoon CUSD 2	1725050	Arland D Williams Jr Elem Sch	172505005654			X		
Mattoon CUSD 2	1725050	Riddle Elementary School	172505005655			X		
Maywood-Melrose Park-Broadview 89	1725110	Garfield Elem School	172511002738			X		
Maywood-Melrose Park-Broadview 89	1725110	Irving Elem School	172511002739			X		
Maywood-Melrose Park-Broadview 89	1725110	Lexington Elem School	172511002741			X		
Maywood-Melrose Park-Broadview 89	1725110	Lincoln Elem School	172511002742			X		
Maywood-Melrose Park-Broadview 89	1725110	Melrose Park Elem School	172511002743			X		
Maywood-Melrose Park-Broadview 89	1725110	Roosevelt Elem School	172511002744			X		
Maywood-Melrose Park-Broadview 89	1725110	Stevenson Elem School	172511002745			X		
McHenry CCSD 15	1725290	Riverwood Elementary School	172529005434			X		
McHenry CHSD 156	1725320	McHenry High School-West Campus	172532002761			X		
McLean County USD 5	1728620	Fairview Elem School	172862002999			X		
McLean County USD 5	1728620	Pepper Ridge Elementary School	172862000765			X		
Mendota Twp HSD 280	1725650	Mendota Twp High School	172565002775			X		
Meridian CUSD 101	1726970	Meridian Elementary School	172697002874			X		
Meridian CUSD 101	1726970	Meridian High School	172697002873	X				
Midlothian SD 143	1725920	Central Park Elem School	172592002785			X		
Moline USD 40	1726400	Ericsson Elem School	172640002812			X		
Moline USD 40	1726400	George Washington Elem School	172640002814			X		
Moline USD 40	1726400	Lincoln-Irving Elem School	172640002820			X		
Monmouth-Roseville CUSD 238	1700320	Lincoln Intermediate School	170032005604			X		
Monmouth-Roseville CUSD 238	1700320	Willits Primary School	170032005605			X		
Morris CHSD 101	1726640	Morris Community High School	172664002851			X		
Morris SD 54	1726610	White Oak Elementary	172661004379			X		
Mount Vernon SD 80	1727340	J L Buford Intermediate Ed Ctr	172734002902			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Mount Vernon SD 80	1727340	Mt Vernon Dist 80 Primary Center	172734004392			X		
Mt Vernon Twp HSD 201	1727360	Mount Vernon High School	172736002904			X		
Mundelein Cons HSD 120	1727570	Mundelein Cons High School	172757002919			X		
Murphysboro CUSD 186	1727610	Murphysboro High School	172761002925			X		
Murphysboro CUSD 186	1727610	Murphysboro Middle School	172761002926			X		
Nashville CHSD 99	1727740	Nashville Comm High School	172774002947			X		
Niles Twp CHSD 219	1728530	Niles North High School	172853002986			X		
North Chicago SD 187	1700110	A J Katzenmaier Elem School	170011004814			X		
North Chicago SD 187	1700110	Forrestal Elem School	170011005372			X		
North Chicago SD 187	1700110	Greenbay Elem School	170011005373			X		
North Chicago SD 187	1700110	Marjorie P Hart Elem School	170011005371			X		
North Chicago SD 187	1700110	Neal Math Science Academy	170011004813			X		
North Chicago SD 187	1700110	North Chicago Community High Sch	170011005370	X				
North Chicago SD 187	1700110	North Elementary School	170011004815			X		
North Chicago SD 187	1700110	South Elementary School	170011005374			X		
North Shore SD 112	1700119	Oak Terrace Elem School	170011902199			X		
Northfield Twp HSD 225	1729010	Glenbrook South High School	172901003043			X		
O Fallon Twp HSD 203	1729790	O Fallon High School	172979003090			X		
Oak Lawn CHSD 229	1729220	Oak Lawn Comm High School	172922003059			X		
Oak Park - River Forest SD 200	1729280	Oak Park & River Forest High Sch	172928003070			X		
Oakwood CUSD 76	1710800	Oakwood Grade School	171080001316			X		
Oblong CUSD 4	1729420	Oblong Elem School	172942003074			X		
Oswego CUSD 308	1730270	Boulder Hill Elem School	173027003129			X		
Oswego CUSD 308	1730270	Oswego East High School	173027005337			X		
Ottawa ESD 141	1730300	Central Elem School	173030003135			X		
Ottawa Twp HSD 140	1730330	Ottawa Township High School	173033003141			X		
Palatine CCSD 15	1730420	Jane Addams Elem School	173042003146			X		
Palatine CCSD 15	1730420	Virginia Lake Elem School	173042003156			X		
Patoka CUSD 100	1730870	Patoka Sr High School	173087003219		X			
Pekin CSD 303	1731110	Pekin Community High School	173111003245			X		
Peoria Heights CUSD 325	1731270	Peoria Heights Grade School	173127004474			X		
Peoria SD 150	1731230	Columbia Middle School	173123005330			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Peoria SD 150	1731230	Franklin-Edison Primary School	173123003259			X		
Peoria SD 150	1731230	Garfield Primary School	173123003260			X		
Peoria SD 150	1731230	Glen Oak Primary School	173123003262			X		
Peoria SD 150	1731230	Harrison Primary School	173123003265			X		
Peoria SD 150	1731230	Irving Primary School	173123003268			X		
Peoria SD 150	1731230	Lincoln Middle School	173123000960			X		
Peoria SD 150	1731230	Peoria High School	173123003278		X			X
Peoria SD 150	1731230	Sterling Middle School	173123005325			X		
Peoria SD 150	1731230	Trewyn Middle School	173123005335			X		
Peoria SD 150	1731230	Woodruff High School	173123003295		X			X
Pikeland CUSD 10	1731710	Pikeland Community School	173171005518			X		
Pinckneyville CHSD 101	1731620	Pinckneyville Comm High School	173162003326			X		
Pontiac Twp HSD 90	1732220	Pontiac High School	173222003369			X		
Pope Co CUD 1	1732280	Pope County Elementary School	173228003371			X		
Porta CUSD 202	1731410	Porta Central	173141004796			X		
Posen-Robbins ESD 143-5	1732370	Gordon School	173237001290			X		
Posen-Robbins ESD 143-5	1732370	Kellar School	173237001286			X		
Posen-Robbins ESD 143-5	1732370	Posen Elem School	173237003376			X		
Prairie-Hills ESD 144	1724720	Mae Jemison School	172472004254			X		
Prairie-Hills ESD 144	1724720	Markham Park Elem School	172472002678			X		
Prairie-Hills ESD 144	1724720	Prairie-Hills Junior High School	172472002673			X		
Princeton HSD 500	1732700	Princeton High School	173270003392			X		
Proviso Twp HSD 209	1732910	Proviso East High School	173291003406	X				
Proviso Twp HSD 209	1732910	Proviso West High School	173291003407		X			X
Queen Bee SD 16	1732970	Glenside Middle School	173297003415			X		
Ramsey CUSD 204	1733090	Ramsey Elem School	173309003434			X		
Ramsey CUSD 204	1733090	Ramsey High School	173309003435			X		
Rantoul City SD 137	1733210	Broadmeadow Elem School	173321003439			X		
Rantoul City SD 137	1733210	Northview Elem School	173321003443			X		
Reavis Twp HSD 220	1733270	Reavis High School	173327003446			X		
Rhodes SD 84-5	1733390	Rhodes Elem School	173339003457			X		
Rich Twp HSD 227	1733420	Rich Central Campus High School	173342003458			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Rich Twp HSD 227	1733420	Rich East Campus High School	173342003459			X		
Rich Twp HSD 227	1733420	Rich South Campus High School	173342003460		X			X
Ridgeland SD 122	1733690	Simmons Middle School	173369003468			X		
Ridgewood CHSD 234	1733720	Ridgewood Comm High School	173372003469			X		
Rochelle CCSD 231	1734260	Lincoln Elem School	173426003512			X		
Rochelle Twp HSD 212	1734290	Rochelle Twp High School	173429003516			X		
Rock Falls Twp HSD 301	1734380	Rock Falls Township High School	173438003525			X		
Rock Island SD 41	1734410	Earl H Hanson Elem School	173441003527			X		
Rock Island SD 41	1734410	Edison Jr High School	173441003538			X		
Rock Island SD 41	1734410	Frances Willard Elem School	173441003530			X		
Rock Island SD 41	1734410	R I Intermediate Academy	173441005967			X		
Rock Island SD 41	1734410	R I Primary Academy	173441003532			X		
Rock Island SD 41	1734410	Ridgewood Elem School	173441003535			X		
Rock Island SD 41	1734410	Washington Jr High School	173441003529			X		
Rockford SD 205	1734510	Abraham Lincoln Middle School	173451003558			X		
Rockford SD 205	1734510	Barbour Two-Way Lang Immersion	173451003607			X		
Rockford SD 205	1734510	Beyer Elem School	173451003611			X		
Rockford SD 205	1734510	Conklin Elem School	173451003561			X		
Rockford SD 205	1734510	Ellis Arts Academy	173451003563			X		
Rockford SD 205	1734510	Haskell Academy	173451003575			X		
Rockford SD 205	1734510	Jackson Elem School	173451003578			X		
Rockford SD 205	1734510	Jefferson High School	173451003585		X			
Rockford SD 205	1734510	John Nelson Elem School	173451003606			X		
Rockford SD 205	1734510	Julia Lathrop Elem School	173451003574			X		
Rockford SD 205	1734510	Kennedy Middle School	173451003394			X		
Rockford SD 205	1734510	Kishwaukee Elem School	173451003580			X		
Rockford SD 205	1734510	Lewis Lemon Elementary	173451000240			X		
Rockford SD 205	1734510	Marsh Elementary School	173451005532			X		
Rockford SD 205	1734510	McIntosh Science and Tech Magnet	173451003581			X		
Rockford SD 205	1734510	R K Welsh Elem School	173451003601			X		
Rockford SD 205	1734510	Riverdahl Elem School	173451005531			X		
Rockford SD 205	1734510	Rockford East High School	173451003600		X			

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Rockford SD 205	1734510	Rockford Envrnmntl Science Acad	173451003397			X		
Rockford SD 205	1734510	Stiles Investigative Lrning Magnt	173451003586			X		
Rockford SD 205	1734510	Summerdale Elem School	173451003591			X		
Rockford SD 205	1734510	Swan Hillman Elem School	173451003576			X		
Rockford SD 205	1734510	Walker Elem School	173451003596			X		
Rockford SD 205	1734510	West View Elem School	173451003602			X		
Rockford SD 205	1734510	Whitehead Elem School	173451003603			X		
Rockford SD 205	1734510	Wm Nashold Elem School	173451003582			X		
Round Lake CUSD 116	1734990	Indian Hill Elem School	173499003664			X		
Round Lake CUSD 116	1734990	Raymond Ellis Elem School	173499003666			X		
Round Lake CUSD 116	1734990	Round Lake Beach Elem School	173499003667			X		
Round Lake CUSD 116	1734990	Village Elementary School	173499003669			X		
Round Lake CUSD 116	1734990	W J Murphy Elem School	173499003670			X		
Roxana CUSD 1	1735010	Roxana Junior High School	173501003671			X		
SD 45 DuPage County	1740350	North Elem School	174035004055			X		
SD 45 DuPage County	1740350	Schafer Elem School	174035004059			X		
SD U-46	1713710	Channing Memorial Elem School	171371001668			X		
SD U-46	1713710	Garfield Elem School	171371001671			X		
SD U-46	1713710	Highland Elem School	171371001680			X		
SD U-46	1713710	Hillcrest Elem School	171371001683			X		
SD U-46	1713710	Huff Elem School	171371001684			X		
SD U-46	1713710	Laurel Hill Elem School	171371001687			X		
SD U-46	1713710	Lords Park Elem School	171371001685			X		
SD U-46	1713710	Lowrie Elem School	171371001692			X		
SD U-46	1713710	Parkwood Elem School	171371001698			X		
SD U-46	1713710	Sheridan Elem School	171371001700			X		
SD U-46	1713710	Washington Elem School	171371001704			X		
Salem CHSD 600	1735190	Salem Community High School	173519003681			X		
Sandoval CUSD 501	1735310	Sandoval Elem School	173531004825			X		
Sandoval CUSD 501	1735310	Sandoval Sr High School	173531003689		X			
Sandridge SD 172	1735340	Sandridge Elem School	173534003690			X		
Schaumburg CCSD 54	1734740	Lakeview Elem School	173474003648			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Scott-Morgan CUSD 2	1706600	Bluffs High School	170660000348		X			
Seneca Twp HSD 160	1735850	Seneca High School	173585003728			X		
Silvis SD 34	1736360	George O Barr School	173636004835			X		
Skokie SD 68	1736450	Old Orchard Jr High School	173645003759			X		
Skokie SD 69	1736480	Madison Elem School	173648003761			X		
Skokie SD 69	1736480	Thomas Edison Elem School	173648003762			X		
South Central CUD 401	1700114	South Central High School	170011405391		X			
South Central CUD 401	1700114	South Central Middle School	170011405392			X		
South Holland SD 151	1736750	Coolidge Middle School	173675003780			X		
South Holland SD 151	1736750	Eisenhower School	173675003781			X		
South Holland SD 151	1736750	Madison School	173675003782			X		
Sparta CUSD 140	1736900	Sparta-Lincoln Middle School	173690003806			X		
Spring Valley CCSD 99	1737050	John F Kennedy Elem School	173705003812			X		
Springfield SD 186	1737080	Black Hawk Elem School	173708003815			X		
Springfield SD 186	1737080	Dubois Elem School	173708003818			X		
Springfield SD 186	1737080	Edwin A Lee Elementary School	173708005593			X		
Springfield SD 186	1737080	Elizabeth Graham Elem School	173708000989			X		
Springfield SD 186	1737080	Enos Elem School	173708003819			X		
Springfield SD 186	1737080	Fairview Elem School	173708003820			X		
Springfield SD 186	1737080	Feitshans Academy	173708005203			X		
Springfield SD 186	1737080	Harvard Park Elem School	173708005291			X		
Springfield SD 186	1737080	Lanphier High School	173708003829		X			
Springfield SD 186	1737080	Matheny-Withrow Elem Sch	173708003831			X		
Springfield SD 186	1737080	McClernand Elem School	173708003832			X		
Springfield SD 186	1737080	Ridgely Elem School	173708003835			X		
Springfield SD 186	1737080	Southern View Elem School	173708003837			X		
Springfield SD 186	1737080	Springfield Southeast High Sch	173708003839		X			
Springfield SD 186	1737080	Washington Middle School	173708003844			X		
St Anne CHSD 302	1737140	St Anne Comm High School	173714003850		X			X
St Charles CUSD 303	1737170	Richmond Elem School	173717003857			X		
St Charles CUSD 303	1737170	Thompson Middle School	173717003859			X		
Streator Twp HSD 40	1738100	Streator Twp High School	173810003903			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Summit SD 104	1704050	Dr Donald Wharton Elem School	170405000089			X		
Summit SD 104	1704050	Heritage Middle School	170405000090			X		
Summit SD 104	1704050	Otis P Graves Elem School	170405000091			X		
Sunnybrook SD 171	1738370	Heritage Middle School	173837005543			X		
Sunnybrook SD 171	1738370	Nathan Hale Elem School	173837003916			X		
Thompsonville CUSD 174	1701382	Thompsonville High School	170138205940			X		
Thornton Fractional Twp HSD 215	1738940	Thornton Fractnl No High School	173894003952		X			X
Thornton Fractional Twp HSD 215	1738940	Thornton Fractnl So High School	173894003953			X		
Trico CUSD 176	1708250	Trico Elementary School	170825000435			X		
Twp HSD 113	1719080	Highland Park High School	171908002194			X		
United Twp HSD 30	1739870	United Twp High School	173987004008			X		
Urbana SD 116	1739960	Leal Elem School	173996004011			X		
Valley View CUSD 365U	1740070	Bernard J Ward Elem School	174007005751			X		
Valley View CUSD 365U	1740070	Hubert H Humphrey Middle School	174007004027			X		
Valley View CUSD 365U	1740070	Independence Elem School	174007004028			X		
Valley View CUSD 365U	1740070	Irene King Elem School	174007004029			X		
Valley View CUSD 365U	1740070	John R Tibbott Elem School	174007004026			X		
Valley View CUSD 365U	1740070	Skoff Elementary	174007005752			X		
Vandalia CUSD 203	1740140	Vandalia Elementary School	174014004629			X		
Vandalia CUSD 203	1740140	Vandalia Junior High School	174014004045			X		
Venice CUSD 3	1740200	Venice Elem School	174020004047			X		
Vienna HSD 133	1740290	Vienna High School	174029004050			X		
W Harvey-Dixmoor PSD 147	1718480	Lincoln Elem School	171848002139			X		
W Harvey-Dixmoor PSD 147	1718480	Rosa L Parks Middle School	171848005018			X		
Wabash CUSD 348	1740470	North Intermediate Ctr of Educ	174047004373			X		
Warren Twp HSD 121	1740800	Warren Township High School	174080004097			X		
Washington CHSD 308	1740980	Washington Comm High School	174098004105			X		
Wauconda CUSD 118	1741190	Wauconda Grade School	174119004120			X		
Waukegan CUSD 60	1741250	Carman-Buckner Elem School	174125004125			X		
Waukegan CUSD 60	1741250	Clearview Elem School	174125004123			X		
Waukegan CUSD 60	1741250	Daniel Webster Middle School	174125004124			X		
Waukegan CUSD 60	1741250	Glen Flora Elem School	174125004126			X		

Illinois Schools Eligible for FY 2010 SIG Funds

LEA Name	LEA		NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
	NCES ID	School Name						
Waukegan CUSD 60	1741250	Glenwood Elementary School	174125004127			X		
Waukegan CUSD 60	1741250	H R McCall Elem School	174125004129			X		
Waukegan CUSD 60	1741250	Hyde Park Elem School	174125004130			X		
Waukegan CUSD 60	1741250	Jack Benny Middle School	174125004131			X		
Waukegan CUSD 60	1741250	Little Fort Elem School	174125004134			X		
Waukegan CUSD 60	1741250	Lyon Magnet Elementary School	174125004135			X		
Waukegan CUSD 60	1741250	Miguel Juarez Middle School	174125001753			X		
Waukegan CUSD 60	1741250	North Elem School	174125004136			X		
Waukegan CUSD 60	1741250	Oakdale Elem School	174125004137			X		
Waukegan CUSD 60	1741250	Robert E Abbott Middle School	174125000206			X		
Waukegan CUSD 60	1741250	Thomas Jefferson Middle School	174125004138			X		
Waukegan CUSD 60	1741250	Washington Elem School	174125004139			X		
Waukegan CUSD 60	1741250	Waukegan High School	174125004141		X			
Webber Twp HSD 204	1741370	Webber Twp High School	174137004152			X		
West Carroll CUSD 314	1700310	West Carroll Intermediate Sch	170031005012			X		
West Chicago ESD 33	1741550	Currier Elementary School	174155000775			X		
West Chicago ESD 33	1741550	Gary Elementary School	174155004159			X		
West Chicago ESD 33	1741550	Pioneer Elem School	174155004162			X		
West Chicago ESD 33	1741550	Turner Elem School	174155004163			X		
West Chicago ESD 33	1741550	Wegner Elementary School	174155000789			X		
Westville CUSD 2	1710820	Judith Giacoma Elem School	171082001318			X		
Whiteside SD 115	1742300	Whiteside Elem School	174230004250			X		
Woodlawn CHSD 205	1743200	Woodlawn Comm High School	174320004327			X		
Woodstock CUSD 200	1743330	Dean Street Elem School	174333004329			X		
Woodstock CUSD 200	1743330	Mary Endres Elementary School	174333003178			X		
Woodstock CUSD 200	1743330	Prairiewood Elem Sch	174333005944			X		
Zeigler-Royalton CUSD 188	1743800	Zeigler-Royalton High School	174380004349			X		
Zion ESD 6	1743860	East Elementary School	174386004352			X		
Zion ESD 6	1743860	Elmwood Elem School	174386004353			X		
Zion ESD 6	1743860	West Elementary School	174386004356			X		
Zion ESD 6	1743860	Zion Central Middle School	174386004351			X		
Zion-Benton Twp HSD 126	1743890	Zion-Benton Twnshp Hi Sch	174389004357			X		

Illinois Schools Served with FY 2009 Funds

LEA Name	LEA NCES ID	School Name	NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Waiver Schools
City of Chicago SD 299	1709930	Fenger Academy High School	170993000792	X				
City of Chicago SD 299	1709930	Harper High School	170993000852	X				
City of Chicago SD 299	1709930	Marshall Metropolitan High School	170993000972	X				
City of Chicago SD 299	1709930	Phillips Academy High School	170993001061	X				
DePue USD 103	1712090	DePue High School	171209001459		X			
Egyptian CUSD 5	1713590	Egyptian Sr High School	171359001657		X			
Peoria SD 150	1731230	Manual High School	173123003274		X			
Thornton Twp HSD 205	1738970	Thornton Township High School	173897003955		X			
Thornton Twp HSD 205	1738970	Thornridge High School	173897003954		X			
Thornton Twp HSD 205	1738970	Thornwood High School	173897003956		X			

APPENDIX B
PREAPPLICATION
NEEDS ASSESSMENT



Illinois State Board of Education
Innovation & Improvement Division
100 North First Street – Springfield, Illinois 62777-0001
217.524.4832 (Springfield) 312.814.9601 (Chicago)

Pre-Application Process for FY 2010 SIG 1003(g) Applicants
NEEDS ASSESSMENT

The **FY 2012 SIG 1003(g) Needs Assessment** is the first step in the application process for the 1003(g) School Improvement Grant. This Needs Assessment is designed to help pinpoint the areas in which a district needs to focus and prioritize its resources in order to significantly improve student achievement.

The Needs Assessment will help the LEA:

- review and analyze school data relevant to academic performance, climate and culture;
- identify gaps between current programs and the desired results to help inform the selection of one of the four approved intervention models; and
- examine policies, programs, practices, and contextual factors that either support or impede the presence of characteristics needed to support the development of a thriving teaching and learning community.

Research and experience indicate that the *process* of choosing a school improvement intervention model rivals the strategy itself in importance for successful change. We encourage district teams to engage in the conversations and decisions, about each school the district is seeking funding for, in order to help the district leadership make better informed decisions, help ensure successful implementation of the model, and reduce resistance to dramatic changes.

To assist the district/school improvement teams with the process of completing the FY 2012 SIG 1003(g) Needs Assessment, please utilize the Resource list of key documents on page 3 of this document and the tools provided in the Appendix.

Pre-Application Process

- Develop a district/school improvement team that actively involves key stakeholders including but not limited to administrators, teachers, union representatives, school board members, parents, and community representatives. Use the forms in Part I to identify the team.
- Complete Part II of the Needs Assessment for each Tier I and Tier II school for which the district is seeking funding.
- After completing Part II for each school complete Part III “District Level Capacity Analysis.”
- Attach Part I, II and III to the LEA application as Appendix A.

Note: Maintain records of all meetings including date, times, names and titles of participants, and signatures verifying members’ participation, as well as a record of the discussions. Use the LEA/School Stakeholders Consultation Confirmation form in the Needs Assessment Packet and duplicate as necessary.

Introduction

School Improvement Grant under Section 1003(g)

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, 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 (AYP) and exit improvement status. Under the final requirements as amended through the interim final requirements published in the [Federal Register](#) on October 28, 2010, school improvement funds are to be focused on the State's Tier I and Tier II schools.

Intervention Model:

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must select and fully implement one of the U.S. Department of Education approved four school intervention models:

- Turnaround model
- Restart model
- School closure
- Transformation model

Detailed explanations of the intervention models are provided in the U.S. Department of Education's *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary Secondary Education Act of 1965*, pages 26 to 42, at <http://www2.ed.gov/programs/sif/sigguidance11012010.pdf>.

Lead Partner:

The LEA must choose a Lead Partner from the Illinois Approved Provider List to assist with the implementation of the selected intervention model in the identified Tier I or Tier II school. LEAs and the Lead Partner are expected to share accountability for the successful implementation of the selected intervention model in substantially raising student achievement and enabling the participating school to make AYP and exit improvement status. Information on the ISBE-approved Lead Partners is available at <http://www.isbe.net/apl/default.htm>.

FY 2012 SIG 1003(g) Needs Assessment Components

Cover Page and Checklist

Part I: Team and Process

- Developing a district/school improvement team
- Team Membership
- LEA/School Stakeholders Consultation Confirmation form (see *Appendix B*)

Part II: School Performance - Data and Analysis

- Demographics and Context
- Academic Performance

Part III: District Level Capacity Analysis

- SIG 1003(g) Required Components
- Policies, Procedures, and Practices Analysis
 - Teachers and Leaders
 - Instructional and Support Strategies
 - Time and Support
 - Governance

Part IV: Determining the Intervention Model (Best-Fit) for School

- Characteristics of Performance and Capacity
- Intervention Models Analysis

Appendix:

Tool 1: Roadmap

Tool 2: District Behavior Shifts to Enable Success in Previously Unsuccessful Schools
SIG 1003(g) Intervention Models

Tool 3: Turnaround Checklist

Tool 4: Restart Checklist: Contracting with External Education Management Providers

Tool 5: Restart Checklist: Reopening as a Charter School

Tool 6: Transformation Checklist

Tool 7: Closure Checklist

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

**FY 2012 School Improvement Grant – Section 1003(g)
NEEDS ASSESSMENT**

Cover Page

Region, County, District, Type Code		Tier I or Tier II School		Federal Academic Status: 2010	
				State Academic Status: 2010	
District Name and Number		Name of School(s)			
District Address (Street, City, State, 9 digit Zip Code)		School Address (Street, City, State, 9 digit Zip Code)			
Name of Superintendent/Authorized Official		Primary Contact			
Telephone (include Area Code)	FAX (Include Area Code)	Telephone (include Area Code)	FAX (Include Area Code)		
Email Address:		Email Address:			

Part I, II and IV are to be completed and submitted for each school the LEA seeks to fund. Part III should be completed after the analysis has occurred.

Needs Assessment Checklist

Part I: Team and Process (one per school)

- Developing a district/school improvement team
- Team Membership
- LEA/School Stakeholders Consultation Confirmation forms (for each meeting)

Part II: School Performance - Data and Analysis (one per school)

- Demographics and Context
- Academic Performance

Part III should be completed after Part I and Part II have been completed for each school the LEA seeks to fund and submitted with the application.

Part III: District Level Capacity Analysis (only one time)

- SIG 1003(g) Required Key Components
- District Level: Policies, Procedures, and Practices Analysis
 - Teachers and Leaders
 - Instructional and Support Strategies
 - Time and Support
 - Governance

Part IV: Determining the (Best-Fit) Intervention Model for School (one per school)

- Characteristics of Performance and Capacity
- Intervention Model Analysis

RCDT Code	District Name/Number	School
------------------	-----------------------------	---------------

Part II. School Performance - Data and Analysis

Context

	2008-2009	2009-2010	2010-2011
1. Grade levels currently served (e.g., 9-12) :			
2. Total enrollment:			
3. % Free/Reduced Lunch Students:			
4. % Special Education Students:			
5. % English Language Learners:			
6. Home Languages of English Language Learners (list up to 3 most frequently represented)			
<ul style="list-style-type: none"> □ □ □ 			
7. Briefly describe the neighborhoods and communities served by the school.			
8. Briefly describe any recent changes (within the last three years) in the community and school that have had a positive and/or negative impact on the enrollment, climate and culture of the school.			

School Improvement Efforts – Previous and Current

9. Briefly summarize previous and current school reform and improvement efforts that occurred within the last five (5) years, and identify which elements were **not successful**. (If applicable), also identify any specific elements of the effort that were successful.

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 the school twice per quarter.
- Adopted a block schedule for math and reading but inadequate professional development funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Year (s)	Reform/School Improvement Effort	Not successful and reason	Successful and reason

Student Academic Performance

NOTE: Use the school trend data that is posted at the Interactive Illinois Report Card (<http://iirc.niu.edu/>) in the **2010 School Improvement Plan –Section I-A Data & Analysis – Report Card Data**. The school administration has the password to retrieve this data on behalf of the district/school improvement team.

10. Based on the grades served by the school, enter the percentage of all students who tested as proficient or better on the state assessment test for reading and mathematics:

PSAE		2007	2008	2009	2010
Grade 11	Reading				
	Mathematics				

11. Using the **2010 state assessment data**, what is the percentage of students in each student group who tested proficient or better on the state assessment test (ISAT/PSAE) for reading and mathematics?

PSAE – Grade 11

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
Reading							
Mathematics							

12. Using the **2010 state assessment data**, what is the student participation rate on the state assessments in reading and mathematics and what is the graduation rate by student subgroup?

PSAE – Grade 11- Participation Rate

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
Reading							
Mathematics							

2010 Graduate Rate (high schools only)

All Students	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education

School Information

	2008	2009	2010
Number of minutes within the school year			
Student attendance rate (%)			
Student mobility rate (%)			
Truancy rate (%)			
High School Dropout rate (%)			
High School Graduation rate (%)			

Note: Responses for the following items will need to be provided by the district and/or school. It is possible that some of the requested data are not available. In this case, insert NA for “not available.”

Number and percentage of students completing advanced placement (AP) coursework			
---	--	--	--

School Information

	2008	2009	2010
Number and percentage of students who completed the International Baccalaureate (IB) classes.			
Number and percentage of students who completed advance mathematics,			
Number of high school students who completed at least one class in a postsecondary institution.			
Number of high school students who completed both advanced coursework and dual enrollment classes.			
Teacher Attendance Rate			

Part II. Analysis

Please respond to the following questions based on the analysis of the above school performance data.

13. Which students are meeting or exceeding the district's achievement expectations and which are not?

14. What patterns of achievement are evident over time?

15. In which subjects are students experiencing the lowest achievement?

16. What characteristics of the student demographics should be taken into account in selecting an intervention model and Lead Partner?

Part II. Analysis Continued

17. What characteristics of the district's and school's past experience with reform and school improvement efforts should be taken into account in selecting an intervention model and Lead Partner?

Note: Before moving on to Part III, please make sure that the team has completed Part I & II for each school the district seeks to fund.

Part III – District Level Capacity

District Level: Policies, Procedures and Practice Analysis

Directions: This section is divided into four areas. The team 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.

Teachers and Leaders

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our district has staff qualified to lead bold changes in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Office staff has the authority to replace principals and teachers based on performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has authority to grant principals operational flexibility over items like budgets, staffing, and calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district implements a staff evaluation system that provides for the professional growth of all personnel. <u>Considerations:</u> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leaders. <u>Considerations:</u> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district’s relationship with the union will support negotiations of contract terms that ensure the placement of highly effective teachers and the dismissal of low performing teachers. <u>Considerations:</u> Communications, community support, indepth understanding of evaluation methods, legislation/statutes, collective bargaining agreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?				

Instructional and Support Strategies

	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>The district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. Considerations: Data exists to support the decision to allocate resources towards a particular service, material, equipment, etc.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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 for continuous improvement and or/the need for interventions. Considerations: Personnel, school data teams, professional development, communication.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The District ensures that:</p> <ul style="list-style-type: none"> ▫ Curriculum ▫ Assessment ▫ Instructional Practices <p>Lead to equitable educational opportunities and outcomes for all students in its neediest schools. <u>Considerations:</u> There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The district ensures instructional practices are aligned with assessment practices to measure student progress. Considerations: Grade-level benchmarks, progress monitoring, job embedded professional development.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>The district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs. Considerations: There is evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students. Considerations: The district ensures that research-based instructional strategies are implemented. 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.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Intervention strategies, supports, and extended learning opportunities are in place for all students who struggle academically. Considerations: Conducts extensive analysis of achievement gaps and develops strategies to address gaps.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Time and Support

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our district has the authority to modify calendar activities and extend learning time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district. Considerations: The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has the authority grant the flexibility to individual school leaders to ensure high quality job-embedded professional development is provided as needed to support improvement. Considerations: Payment for extended days or additional days, adequate pool of substitutes, clearly defined job embedded professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has a communications plan in place to provide families, staff, and community members with ongoing updates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?

Governance

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our district is willing to take extreme action in failing schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear indications that the local Board will provide strong support for bold change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district is willing to bring in outsiders if needed and grant them sufficient operational flexibility in order to improve student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear indications of systemic support by Central Office to support improvement efforts. <u>Considerations:</u> Data Systems, Communication, Personnel, Accountability, Technical Assistance, Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area?				

Part IV. Determining the (Best-Fit) Intervention Model for Schools

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	TRANSFORMATION	RESTART	CLOSURE
<i>School Performance</i>				
<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		✓		
<i>School Capacity</i>				
<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	✓	✓		
<i>District Capacity</i>				
<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			✓	
<i>Community Capacity</i>				

<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				✓

Intervention Model Analysis

Note: Detailed explanations of the intervention models are provided in the U.S. Department of Education's *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary Secondary Education Act of 1965*, pages 26 to 42, at <http://www2.ed.gov/programs/sif/sigguidance11012010.pdf>.

1. Based on the Characteristics of Performance and Capacity table, 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 on the following pages for the intervention model the team considers the best fit and the model the team considers the second best fit.
 3. Review the questions for the other two intervention models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.
 4. Once the intervention model has been selected for this school, enter the decision on the Cover Page of the FY 2012 Needs Assessment.

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 staff are assigned to another school, and which staff 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?

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 LEA assist with the restart?
9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

School Closure Model

1. What are the criteria to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned? What is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

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?

Appendix A: Tools

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 	After approval from school board: <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 partner • Stakeholders 	<ul style="list-style-type: none"> • District team • School team

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 2:
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 focuses on compliance with current policies (since they work for most schools and students). 	<ul style="list-style-type: none"> • District staff focuses 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 getting results, influencing others to change.
<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.

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 3: 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.

Tool 4:

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 the contract support 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:

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

Tool 5:

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:

- If state law or charter contract require maintenance of union contract:
 - 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.
- No action required if charter schools are not required to follow union contract.

Tool 6: 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 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 that reflects a deeper understanding of the community served by the school.
- 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 instruction 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 student who may be at risk of failing to achieve to high standards or graduate.

Source: Perlman, C & Redding, S. (2009). Handbook on effective implementation of school improvement grants. Lincoln, IL: Academic Development Institute.

Tool 7: **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 closing schools.
- Consider school closure in context of a larger reform effort.
 - Determine the metrics and establish objective and specific criteria for closing schools. Engage community and business leaders in the development of criteria.
 - Access external and credible experts in the development of criteria.
- Ensure steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community.
- Work closely with the school board or school committee members to minimize challenges.
- 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 communications 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). Tough decisions. Lincoln, IL: Academic Development Institute.

APPENDIX B: Models

SIG 1003(g) Required Key Components

The following are the required key components for the SIG 1003(g) projects that must be considered during the Needs Assessment process and addressed within the district and school FY 2012 SIG 1003(g) application.

When completing **Part III, District Level Capacity**, the related SIG 1003(g) components are referenced by using the number of the component. Example: #1 = Extended Time.

1. Extended Time:

LEA establishes strategies that provide increased learning time by lengthening the school day, week and/or year to significantly increase the total number of school hours to include additional time for:

- a) Instruction in core academic subjects;
- b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education; and
- c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

2. Transitions:

The LEA establishes strategies that improve student transition from middle to high school through summer transition programs or freshman academies. (*Does not apply to the turnaround or closure models*)

3. Operational Flexibility:

The LEA grants 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.

4. Governance:

The LEA adopts 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 hiring a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.

- There is one entity managing the intervention plan (the principal or the LEA turnaround office or the Lead Partner).
- There is an internal LEA unit or LEA staff person assigned to managing and supporting the SIG school(s).
- The plan includes specific structural and programmatic changes at the LEA level to support the work.

5. Lead Partner:

The LEA ensures that the school receives ongoing, intensive technical assistance and related support from a designated lead partner organization.

The Lead Partner has specific and significant responsibilities within the school and district in addition to providing technical assistance and professional development. There is shared accountability for staffing decisions, school budget, school programs, and school calendars.

6. Hiring:

The LEA screens all existing staff and selects staff that demonstrates the greatest potential to fully implement the intervention model.

The LEA implements 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.

7. Teacher/Principal Evaluation:

The LEA uses 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 graduation rates; and
- 2) Are designed and developed with teacher and principal involvement.

The LEA conducts periodic reviews of teachers to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.

As a result of staff evaluation, the LEA commits to: replace staff, transfer staff, and institute hiring practices that ensure the neediest schools have access to the most effective staff first.

8. Professional Development:

The LEA provides 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.

The LEA and school commits to a regular (i.e., daily or weekly) structured schedule that protects/creates time for grade level and subject-area teacher meetings to support collaboration and job-embedded professional development.

9. Family and Community Outreach:

The LEA has a detailed communication strategy for parent and community outreach and multiple opportunities for stakeholder input.

10. Monitoring Implementation:

The LEA indicates through its timeline that it has the ability to get the basic elements of its selected model up and running by the beginning of the 2011-2012 school year.

The LEA will monitor the school to determine it is:

- 1) Meeting the annual SMART goals established by the LEA for student achievement on the state's assessments in both reading/language arts and mathematics; and

- 2) Making progress on the nine leading indicators.

The LEA must comply with its obligation to submit quarterly accountability/progress monitoring reports to the SEA.

11. Budget:

The LEA must ensure that the use of SIG funds are:

- 1) Directly related to the full and effective implementation of the intervention model selected by the LEA for the Tier I or Tier II school;
- 2) Address the particular needs of the students in the school as identified by the LEA's needs assessment;
- 3) Advance the overall goal of the improving student achievement in this persistently lowest-achieving school; and
- 4) Are reasonable and necessary expenditures.

The LEA district and school budget and reporting procedures must be in compliance with Title I and ARRA and the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures (June 2010).

12. Overall SIG 1003(g) Plan:

There is coherence and cohesion to the LEA's SIG 1003(g) plan that clearly demonstrates how the parts/interventions work together.

The LEA has plans to remove previous reporting/curricular/programmatic requirements that do not align with the selected intervention.

SIG 1003(g) Intervention Models

Detailed explanations of the intervention models are provided in the U.S. Department of Education's *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary Secondary Education Act of 1965*, pages 26 to 42, at <http://www2.ed.gov/programs/sif/sigguidance11012010.pdf>.

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 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 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 C1
TIERS I AND II
LEA 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

November 2010

TO: Eligible Applicants

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

SUBJECT: **REQUEST FOR PROPOSALS (RFP):** FY 2012 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.

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 2008-2010) performance of the "All" student groups' category for the percent meeting/exceeding standards in reading and math combined (i.e., 18.0% or less); **and**
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school that:
 - Has an average graduation rate as reported in the Interactive Illinois Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010).

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 2008-2010) performance of the “All” student groups’ category for the percent meeting/exceeding standards in reading and math combined (i.e., 37.8% 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 Interactive Illinois Report Card, of less than 60% over each of the last three (3) years (i.e., from 2008-2010).
- 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., 37.8% or less), based on the three (3) year average (i.e., from 2008-2010) 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 Interactive Illinois Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010).

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 that demonstrate a lack of progress.

Lack of Progress a school demonstrates a **lack of progress** if there:

- Has been a decrease in the percentage of the “All students” group meeting/exceeding on the State assessments from any one year to the next.
- Or
- Has been less than a 10% increase in the “All students” group meeting/exceeding on the State assessments for the most recent school year when compared to the immediate preceding school year and less than a 20% cumulative increase for the “All students” group when compared to the previous two years.

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(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 at least one of the Tier I or Tier II criteria

strands described above. These eligibility lists are posted at http://www.isbe.state.il.us/sos/htmls/sip_1003.htm.

If school districts officials believe they qualify with one or more Tier I and/or Tier II schools, and are not included on the eligibility lists, they 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 \$80 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 February 1, 2011 and will extend from the execution date of the grant agreement until June 30, 2012 (FY 2012). Two continuation periods are anticipated—July 1, 2012 to June 30, 2013 (FY 2013) and July 1, 2013 to June 30, 2014 (FY 2014). 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, five copies, and a CD to the address below to ensure receipt no later than January 31, 2010.

Marti Woelfle
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 is prepared to offer 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 **December 16, 2010**. 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' Conference:** Interested applicants are invited to join an informational meeting related to specific proposal requirements on **January 6, 2011**. Registration information is available at <https://www1.gotomeeting.com/register/753857248>. Bidders are not required to attend the meeting 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 **January 20, 2011**. 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.

In addition, in anticipation of the 2012 SIG 1003(g) application, ISBE provided several web-based seminars for eligible Tier I and Tier II districts and schools. These web-based courses were designed to ensure that applications are built upon best practice for school improvement. All of the courses are archived, therefore if an application team is interested in reviewing the materials they may register at www.turnaroundlearning.org and gain access to the materials.

Additional Information and Changes to the RFP: Should additional information become available or 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 Marti Woelfle at 217-524-4832 or mwoelfle@isbe.net.

Background and Program Specifications

School Improvement Grants (SIG), 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 October 2010, school improvement funds are to be focused on Tier I and Tier II schools as defined in the *Eligible Applicants* section, beginning on page 1, 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 listed below. Further explanation and details about each model are provided in Appendix A and webinars detailing each model are available at the Center on Innovation and Improvement website <http://www.centerii.org/webinars/>.

Intervention Models

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

Lead Partner

LEAs that are awarded SIGs are required to work with a Lead Partner to implement their selected intervention model. The State Superintendent has approved, 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 Partners*, and are ISBE approved to subcontract work with LEAs and schools receiving SIGs.

Lead 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. Both the LEA and Lead Partner will share accountability for the successful implementation of the selected intervention model, with the ultimate goal to substantially raise student achievement. Lead Partners are responsible for working with the LEA to implement a coherent, whole school reform that integrates structural

and programmatic interventions. A Lead Partner must be prepared to provide daily on-site support, leadership, and assistance in the served school and LEA. An overview of each Approved Provider is located in Appendix B.

A district must select a Lead Partner for each school submitted in the application. Please note; the same Lead Partner is not required for each school in a district's application. In other words, the district may elect to contract with a separate and unique Lead Partner for each eligible school included in the application. A detailed Memorandum of Understanding (including deliverables, associated costs, and due dates) between an awarded district and approved Lead Partner is required in order for an LEA to receive funding. In addition the applicant must include information in their proposal detailing the LEA's plan for the eventual phase-out of Lead Partner services. All LEAs and Lead 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.

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 ensuring 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.

Waivers

ISBE has been approved by ED to extend the following waivers to SIG recipients (see Attachment 2).

- Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement status timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school wide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

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:

- Participating in on-site reviews conducted by ISBE;
- Participating in designated school improvement activities and technical assistance offered by ISBE;
- Updating annual improvement goals;
- Submitting a revised budget and annual budget summary;
- Submitting quarterly expenditure reports;
- Reporting progress on the ED identified nine (9) leading indicators and eighteen (18) metrics
- Submitting annual continuation application.

Monitoring

ISBE will monitor each grantee to ensure effective implementation of the proposed activities in the selected school intervention models. The student achievement goals (see Attachment 4) identified under the Improvement Goals section of this RFP as well as the (18) eighteen metrics (identified in Part II of the Needs Assessment Packet) as identified by ED 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 \$80 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, 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 2012, FY 2013, and FY 2014. 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 2012, 2013, and 2014) please see Attachment 5. Applicants must use the budget forms provided (Attachments 6 and 9) 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 district-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 and or planning costs;
- Out-of-state travel;
- Food purchases;
- Incentives of non-educational value (e.g., trinkets, cash, etc.);
- 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;
- 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 are 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.

Overview of Application Process

Step 1-Pre-Application Process – Assemble Team

Step 2- Pre-Application Process – Needs Assessment Packet

Step 3- LEA Application

Step 4- Individual School(s) Application

Step 5- ISBE Program Specifics, Certifications and Assurances

Step 6- Post Application Process

Proposal Requirements

Step 1 – Pre-Application Process – Assemble Team

Stakeholder Engagement: The LEA must consult with critical stakeholders including local school board members, teachers' union representatives, school staff, parents and community representatives as well as their identified Lead Partner regarding the proposal and the implementation of a school intervention model in each of the participating Tier I and Tier II schools. Applicants should complete an *LEA Stakeholders Consultation Confirmation* form for *each* meeting that involves stakeholders (see Appendix C for the form) and submit forms with the proposal.

Step 2 - Pre Application Process - Needs Assessment Packet

The **FY 2012 SIG 1003(g) Needs Assessment** is the next step in creating a comprehensive school improvement reform strategy to support the LEA's FY 2012 School Improvement Grant application. 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, based on the analysis, selected one of the four approved intervention models for each school. In general, the Needs Assessment will help the LEA pinpoint the areas in which a district needs to focus and prioritize its resources in order to significantly improve student achievement.

The Needs Assessment will help the LEA:

- review and analyze school data relevant to academic performance, climate and culture;
- identify gaps between current programs and the desired results to help inform the selection of one of the four approved intervention models; and
- examine policies, programs, practices, and contextual factors that either support or impede the presence of characteristics needed to support the development of a thriving teaching and learning community.

In an effort to assist the LEA with their analysis, the Needs Assessment Packet was distributed prior to the release of this RFP. The Needs Assessment Packet is also available at http://www.isbe.state.il.us/sos/htmls/sip_1003.htm and must be completed and submitted with this proposal.

Step 3 - LEA Application

Attachment 1 – Application Cover Page

Attachment 2 – Tier I and Tier II Intervention Model Selection for Schools 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. 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.

In addition, ISBE has been approved by ED to extend the below waivers to SIG grantees. Please be sure to indicate on Attachment 2 if the LEA is requesting one, both or neither of the waivers.

- Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2001-2012 school year 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 school wide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Attachment 3 – Eligible but Not Served Tier I and II Schools The LEA must identify all schools that are eligible to be served with the SIG grant but for which the district has chosen not to make application. In addition on Attachment 2 the LEA must explain why it lacks the capacity to serve all eligible Tier I schools.

Attachment 4 - 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 time bound (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PSAE) 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 and submit them with the proposal.

Attachment 5- Three Year Budget The LEA must submit a three year budget that covers both LEA and school expenses. The budget should be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

Attachment 6 – LEA Comprehensive Budget-Year 1 2011-2012 The LEA Comprehensive Budget for Year 1 reflects the **COMBINED** project costs for both the Year 1 LEA Budget and the Year 1 Individual School Budget(s).

Attachment 6A – LEA Budget – Year 1 2011 – 2012 The LEA Budget for Year 1 reflects just the district level anticipated project costs.

Attachment 6B – LEA Detailed Budget Summary Breakdown Year 1 2011 – 2012 The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

LEA Abstract and Narrative Requirements

- 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;
- Text in the attachments must be typed on the interactive forms provided.

LEA Proposal Abstract Briefly describe the district and school(s) context and then explain the overarching tenets of the proposed reform strategy, highlighting the structural and programmatic changes that will occur and how the LEA will build on existing practices to ensure successful implementation of each selected intervention model. **Do not exceed 4 pages.**

LEA Proposal Narrative Requirements

Provided below is an outline by section, letter, and number that will assist in sequencing the narrative response. Please organize the narrative response text following the outline, by section, then letter(s) and numbers. 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. **The LEA Narrative should not exceed 25 pages**

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 Part III of the *FY 2011 School Improvement Grant 1003(g) District Needs Assessment Packet*. In addition please respond to each of the below items:
 1. Describe the process the LEA utilized to complete the Needs Assessment Packet and explain how the analysis informed the selection of an intervention model for each school.
 2. Describe the actions the LEA has taken or will take to 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, specifically related to:
 - i. Teachers and Leaders;
 - ii. Instructional and Support Strategies;
 - iii. Time and Support; and
 - iv. Governance.
 3. 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).

- B. List the annual goals for student achievement on the ISAT and/or the PSAE in both reading/language arts and mathematics that the LEA has established for each of its Tier I and Tier II schools that receive school improvement funds (see Attachment 4). Goals must be specific, measurable, attainable, realistic and time bound (SMART). Explain how the LEA arrived at these goals and how the LEA plans to monitor its Tier I and Tier II schools that receive school improvement funds to help ensure timely progression towards identified goals and the (18) eighteen metrics designated by ED, which are identified in Part II of the Needs Assessment.

SECTION II: 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 with this section:

- [Guidance on School Improvement Grants Under Section 1003\(g\) of the Elementary and Secondary Education Act of 1965 \(ESEA\)](#).
 - [Federal Register](#). Vol. 75, No. 208/Thursday, October 28, 2010.
 - Appendix A for an explanation and details of each intervention model.
- A. Describe actions the LEA has taken, or will take, to design and implement interventions consistent with the SIG 1003(g) final requirements. In the description please be specific about what items the district will address versus the Lead Partner.
1. Please identify if the LEA is replacing the principal. If the principal is new or returning please detail how the LEA evaluated the principal's knowledge, skills, and abilities, to successfully lead the selected intervention model.
 2. Outline the type of operational flexibility (i.e. staffing, calendars/time, and budgeting) the LEA will grant to the principal to fully implement the selected intervention model.
 3. Describe how the LEA plans to evaluate all existing staff in the targeted school(s), in order to identify and place only the individuals that demonstrate the greatest potential to successfully implement the intervention model. If the selected intervention model is Turnaround, please also describe the process the LEA will use to replace 50% of the staff.
 4. Discuss the LEA's plans to develop, in cooperation with its teachers and if applicable, the bargaining representatives of its teachers, a rigorous, transparent, and equitable evaluation system for teachers and principals that incorporates 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. In addition, please describe how this evaluation system will be used to identify and reward school leaders, teachers, and other staff who improve student outcomes and remove those who do not.
 5. Describe how the LEA plans to utilize strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.
 6. Detail how the LEA will increase learning time, for all students, by lengthening the school day, week and/or year to significantly increase the total number of school hours to include additional time for:
 - a. instruction in core academic subjects;

- b. instruction in other subjects and enrichment activities that contribute to a well-rounded education; and
 - c. time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
 - 7. Explain how the LEA will use data to identify and implement comprehensive, research based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards.
 - 8. Outline how the LEA will establish strategies that improve student transition from middle to high school (*Does not apply to the turnaround or closure models*).
 - 9. Describe how the LEA will 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.
 - 10. Detail the governance structure that will be put in place to oversee the successful implementation of the selected intervention model. Please address any district reconfiguration that will occur to support grant implementation (e.g., transformation office/officer, turnaround office/officer). In an appendix please provide detailed job descriptions, with duties and qualifications required, 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. In addition, please include an organizational chart that depicts the chain of command between the Lead Partner, district, and transformation/turnaround office.
 - 11. Describe how the LEA screened and selected the Lead Partner 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.
 - 12. Explain how the LEA will align other resources with the grant funds to leverage the intervention.
- B. Describe how the LEA plans to use FY2012 SIG funds prior to the 2011-2012 school year (pre-implementation period) to carry out activities to help the LEA prepare for full implementation in the following school year (For a description of allowable activities please refer to section J of the SIG Guidance).

Section III: Commitment

The LEA must:

- A. Explain the process it used to consult with stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. In an appendix please include LEA/SCHOOL Stakeholders' Consultation and Confirmation forms used to document meetings with key stakeholders (see Appendix C).
- B. 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, parents, community member, and other stakeholder groups should describe the nature and level of support and will be considered most relevant in the evaluation of proposals.
- C. Provide a detailed explanation of how parents and the community were given notice of intent to submit a SIG application. Describe the LEA's plan to support ongoing collaboration efforts and communication with staff, families, and the community.

Section IV: Timeline and Budget

- A. Complete attachments 5 and 6 A-C. The LEA budgets should identify activities that align to the schools needs be sufficient enough to implement the activities related to the selected intervention(s) model fully and effectively. In addition, pre-Implementation activities should be included in the budget for year 1.
- B. Include 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, 2014) and focus on district-level activities that will support the implementation of the intervention models. The timeline must identify activities related to pre-implementation, implementation, and monitoring and highlight activities described in the previous sections.
- C. 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.

Step 4 – Individual School(s) Application

Attachment 7– Applicant Cover Sheet for Individual School

Attachment 8- Individual School Strategies 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 4).

Attachment 9 – Individual School Budget – Year 1 2011 – 2012 The Individual School Budget for Year 1 reflects the school level anticipated project costs.

Attachment 9A-School Detailed Budget Summary Breakdown – Year 1 2011 – 2012-Detailed Budget Summary Breakdown The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

Individual School Abstract(s) and Narrative(s) Requirements

- 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;
- Text in the attachments must be typed on the interactive forms provided;

School Proposal Abstract: Briefly describe the school demographics and current performance trends pinpointing overarching needs of the school. Explain the type of change leadership and stakeholders envision for the school if they receive this grant. **Do not exceed 3 pages.**

School Proposal Narrative: Provided below is an outline by section, letter, and number that will assist in sequencing the narrative response. Please organize the narrative response text following the outline, by section, then letter(s) and numbers. 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. The information below must be provided for each school for which the LEA is seeking SIG funding. Please provide all requested documentation for **each school** seeking funding. **The School Narrative should not exceed 15 pages.**

Section I: Rational.

- A. Describe how the school’s performance data and information gleaned from the Needs Assessment Packet informed the selection of the intervention model for this school and provide the rationale for selecting the identified model. (Note: Individual School(s) Completed Needs Assessment. Please include Part I and II with the school application.
- B. 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.

- C. List positions, titles, and the names of individuals involved in the oversight of the grant at the school level. In an appendix provide official (qualifications/certifications and duties) job descriptions for any newly created positions that are affected by the intervention models selected (e.g., principal, reading coach, intervention specialist, school improvement coordinator, etc.). 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. Describe the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations for student learning.
- 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 when and how school staff will analyze data to make necessary instructional modifications, enhance support services, or identify interventions.
- C. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address how the applicant will ensure equity and access for all students including but not limited to students with disabilities, English language learners, and students in at risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
- D. 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.
- E. 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.
- F. 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 staff 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.
- G. Describe how the school communicated its vision and goals to the school staff, families, and the community. Provide details of ongoing, continuous communication with the staff, families, and the community regarding status and progress of school improvement efforts.

Section III: Timeline & Budget

- A. Complete attachments 9 and 9A. The school budgets should identify activities that align to the schools needs and be sufficient enough to implement the activities related to the selected intervention(s) model fully and effectively. Any identified pre-Implementation activities should be included in the budget for year 1.
- B. Include a timeline delineating the steps the school will take to implement the selected school intervention model. The timeline must span the entire term of the grant (i.e., through June 30, 2014) and focus on school-level activities that will support the implementation of the intervention models. The timeline must identify activities related to pre-implementation, implementation, and monitoring.

Step 5 Program Specifics, Certifications and Assurances

Attachments 10 – 15C - The LEA will read and secure necessary signatures.

Step 6 Post Application Process

ISBE staff will conduct face to face interviews with SIG 1003(g) finalist in order to determine grant recipients. Time and date of interviews TBD.

Directions for Proposal/Application Submission

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 Abstract with Narrative and an Individual School Abstract with Narrative for **each** participating Tier I and Tier II school.

Proposals with spiral binding or submitted in binders will not be accepted.

Prior to submission, please use the following as a checklist to assemble, in the following order, your completed proposal.

SEQUENCE for ASSEMBLING the SIG APPLICATION

LEA Application

1. **Attachment 1: Application Cover Page** 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. **Attachment 2: Tier I and Tier II Intervention Model Selection for Schools** Identify each school for which the LEA is seeking funding in the application and the intervention model selected for that school and complete the waiver option.
3. **Attachment 3: Eligible but Not Served Tier I and Tier II Schools** Identify schools that are eligible to receive the SIG grant, but the LEA is not applying to serve; give the reason for their exclusion
4. **Attachment 4: Annual Improvement Goals and Objectives** Identify specific, measurable, attainable, realistic and time bound (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PSAE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant.
5. **LEA Abstract**
6. **Part III of the Needs Assessment Packet**
7. **LEA Narrative**
8. **Attachment 5: Three Year Budget** provides a snapshot of LEA and school budgets for Year 1, Year 2 and Year 3.

9. **Attachment 6: LEA Comprehensive Budget-Year 1 2011-2012** This budget combines costs from the LEA budget and all proposed school budgets for FY 2012. If funded proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2013 and FY 2014). 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).
10. **Attachment 6A: LEA Budget – Year 1 2011 – 2012** The LEA Budget for Year 1 reflects the district level anticipated project costs.
11. **Attachment 6B: LEA -Detailed Budget Summary Breakdown – Year 1 2011 – 2012** This budget includes the LEA budget only for FY 2012. If funded proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2013 and FY 2014). 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).

Individual School(s) Application (Items 12-18 must be completed for each school seeking funding)

12. **Attachment 7: Applicant Cover Sheet for Individual School** Complete this cover sheet for each school for which the LEA is seeking funding.
13. **Attachment 8: Individual School Strategies** Using the identified LEA goals in Attachment 4, describe the strategies the school level team will implement to help the LEA reach the identified goals.
14. **Individual School Abstract(s)**
15. **Individual School (s) Needs Assessment** Attach Part I and Part II for each school's application
16. **Individual School Narrative(s)**
17. **Attachment 9: Individual School Budget – Year 1 2011 – 2012** Prepare a separate budget for each of the participating Tier I and Tier II schools for FY 2011. If funded 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.
18. **Attachment 9A: School Detailed Budget Summary Breakdown- year 1 2011-2012** The Detailed Budget Summary Breakdown includes expenditure description, itemization and associated costs. Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2012, FY 2013, and FY 2014.
19. **LEA/Individual School (s) Letters of Support** Provide letters of support from local school board members, teachers' union representatives, school staff, partnering organizations, and other stakeholder groups.
20. **LEA Certifications and Assurances:** Each LEA applicant is required to submit, one set, of 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.

Attachment 10 Program Specific Terms and Agreements

Attachment 11 Certifications and Assurances and Standard Terms of the Grant

Attachment 12 Certifications and Assurances for the American Recovery and Reinvestment Act of 2009

Attachment 13 General Education Provisions Act (GEPA)

Attachment 14 Certifications Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Attachment 15 Certificate Regarding Lobbying

Attachment 15 A, B, C Disclosure of Lobbying Activities

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 Marti Woelfle. See the *Contact Person* section of this RFP for information.

LEA Narrative Scoring Criteria

Section I: Overview and Rationale (70 Points)

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 A includes the intervention model information.

Section II: Proposed Activities (140 Points)

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 A includes the intervention model information.

Section III: Level of Commitment (30 Points)

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 & Timeline (30 Points)

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.

Individual School Narrative Scoring Criteria

Section I: Rationale (30 Points)

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.

Section II: Proposed Activities (70 Points)

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. There is evidence of a strong commitment to work with Lead Partners to implement rapid improvement.

Section III: Timeline and Budget (20 Points)

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

Overview of Illinois Approved Provider List

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>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<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 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>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 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</p>	<p>The Diplomas Now model integrates four</p>	<p>In the 2008-2009 school year, the</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<p>program of Johns Hopkins University</p>	<p>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 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>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 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).
<p>EdisonLearning</p>	<p>EdisonLearning proposes to serve as a national and on-site 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 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% socioeconomically 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 (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.</p> <p>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.</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 multi-dimensional 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 over 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. Over 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 D

SIG 1003(g) LEA SCORING RUBRIC

SECTION I: OVERVIEW AND RATIONALE

DEVELOPMENT OF NEEDS ASSESSMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA has conducted a needs assessment. The narrative describes a multi-step process involving community members, parents, board and union member(s), and staff to analyze the needs of each school.</p> <p>LEA has provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA sufficiently explains why the other three intervention models were not selected.</p> <p>It is evident through the analysis of the LEA's capacity that the LEA either has the capacity to use the SIG funds to provide adequate resources or has identified a way to increase its capacity.</p>	<p>LEA has conducted a needs assessment. The narrative describes a multi-step process involving community members, parents, board and union member(s), and staff to analyze the needs of each school.</p> <p>LEA has provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA does not sufficiently explain why the other three intervention models were not selected.</p>	<p>LEA has conducted a needs assessment. The narrative describes a multi-step process involving community members, parents, board and union member(s), and staff to analyze the needs of each school.</p> <p>LEA has not provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA does not sufficiently explain why the other three intervention models were not selected.</p>	<p>LEA has not conducted a needs assessment</p> <p>LEA has not provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA does not sufficiently explain why the other three intervention models were not selected.</p>
<p>Number of Points Criteria #1: <u> </u> /10</p>			

*NEEDS ANALYSIS: TEACHERS AND LEADERS****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly and with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Teachers and Leaders and addresses these issues <i>directly</i> with specific and bold plans. Collaboration with teachers union and school board are included in plan to address issues regarding Teachers and Leaders.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Teachers and Leaders and addresses these issues <i>directly</i> with specific and bold plans.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates an understanding of key issues facing the LEA regarding Teachers and Leaders and addresses these issues <i>directly</i> with specific plans.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Teachers and Leaders and/or does not address these issues <i>directly</i> with specific plans.</p>
<p>Number of Points Criteria #2: <u> /10 </u></p>			

*NEEDS ANALYSIS: INSTRUCTIONAL SUPPORT****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly and with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Instructional Support and addresses these issues <i>directly</i> with specific, bold plans. Collaboration with teachers union and school board are included in plan to address issues regarding Instructional Support.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Instructional Support and addresses these issues <i>directly</i> with specific, bold plans.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Instructional Support and addresses these issues <i>directly</i> with specific plans.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Instructional Support and/or does not address these issues <i>directly</i> with specific plans.</p>
<p>Number of Points Criteria #3: <u> /10 </u></p>			

NEEDS ANALYSIS: TIME AND SUPPORT***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Time and Support and addresses these issues <i>directly</i> with specific bold plans. Collaboration with teachers union and school board included in plan to address issues regarding Time and Support.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Time and Support and addresses these issues <i>directly</i> with specific, bold plans.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Time and Support and addresses these issues <i>directly</i> with specific plans.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Time and Support and/or does not address these issues <i>directly</i> with specific plans.</p>
<p>Number of Points Criteria #4: <u> /10 </u></p>			

NEEDS ANALYSIS: GOVERNANCE***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Governance and addresses these issues <i>directly</i> with specific, bold plans. Collaboration with teachers union and school board are included in plan to address issues regarding Governance.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Governance and addresses these issues <i>directly</i> with specific, bold plans.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Governance and addresses these issues <i>directly</i> with specific plans.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Governance and/or does not address these issues <i>directly</i> with specific plans.</p>
<p>Number of Points Criteria #5: <u> /10 </u></p>			

*CAPACITY****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA plans to provide sufficient staffing and/or other resources to the school to ensure successful implementation of the intervention model. Plan includes specific details on how this will be accomplished.</p> <p>The response demonstrates a thorough understanding of key issues related to dramatic school intervention and demonstrates capacity to successfully intervene in the school(s) identified.</p>	<p>LEA plans to provide sufficient staffing and/or other resources to the school to ensure successful implementation of the intervention model. Plan includes specific details on how this will be accomplished.</p>	<p>LEA plans to provide sufficient staffing and/or other resources to the school to ensure successful implementation of the intervention model.</p>	<p>The response lacks meaningful detail regarding how the LEA will provide staffing and/or other resources to the school to ensure successful implementation of the intervention model, or LEA's plan to provide support and/or resources is insufficient.</p>
<p>Number of Points Criteria #6: <u> /10 </u></p>			

ATTACHMENT 4: GOALS

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.</p> <p>A small number of strategic, measureable, and time-based goals are included. LEA plans to measure and address areas that, if improved, will have the greatest impact on student achievement.</p> <p>LEA includes measurement and improvement on leading indicators including school climate and culture.</p>	<p>The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.</p> <p>A small number of strategic, measureable, and time-based goals are included. LEA plans to measure and address areas that, if improved, will have the greatest impact on student achievement.</p>	<p>The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.</p>	<p>The LEA does not provide annual achievement goals; or student achievement goals on the state's assessments in language arts and math are unrealistic or low.</p>
<p>Number of Points Criteria #7: <u> /10 </u></p>			

SECTION II: PROPOSED ACTIVITIES

IDENTIFYING PRINCIPAL***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>If principal will be new: 1) an extensive recruiting strategy that describes how LEA will specifically recruit prospective principals who have been successful at dramatic school intervention with similar populations of students, 2) a rigorous selection process is planned for, and 3) role of Lead Partner and LEA in this process clearly described.</p> <p>If principal in place, principal's knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are described in detail.</p>	<p>If principal will be new: 1) a sufficient recruiting strategy that describes how LEA will specifically recruit prospective principals who have been successful at dramatic school intervention with similar populations of students, 2) a rigorous selection process is planned for, and 3) role of Lead Partner and LEA in this process clearly described.</p> <p>If principal in place, principal's knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are described generally.</p>	<p>If principal will be new: 1) a sufficient recruiting strategy that describes how LEA will specifically recruit prospective principals who have been successful at dramatic school intervention with similar populations of students, 2) a rigorous selection process is planned for.</p> <p>If principal in place, principal's knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are described generally.</p>	<p>If principal will be new, either a sufficient recruiting strategy is not provided or a rigorous selection process is not planned for.</p> <p>If principal in place, principal's knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are not described.</p>
<p>Number of Points Criteria #1: <u> /10 </u></p>			

OPERATIONAL FLEXIBILITY***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates.</p> <p>Plan demonstrates commitment (such as through changes to LEA policy and/or collective bargaining agreements) to grant significant additional flexibility over three listed factors:</p> <ul style="list-style-type: none"> • Staffing 	<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates.</p> <p>Plan demonstrates commitment (such as through changes to LEA policy and/or collective bargaining agreements) to grant significant additional flexibility over three listed factors:</p>	<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates.</p> <p>Plan demonstrates commitment (such as through changes to LEA policy and/or collective bargaining agreements) to grant significant additional flexibility over one to two listed factors:</p> <ul style="list-style-type: none"> • Staffing 	<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates.</p> <p>Plan demonstrates lack of commitment (such as through changes to LEA policy and/or collective bargaining agreements) to grant significant additional flexibility over none or more of the following listed factors:</p>

<ul style="list-style-type: none"> • Calendars/time • Budgeting • Other <p>LEAs plan includes either a substantial increase in budget that Principal has discretion over and/or lump sum budgeting.</p> <p>LEA provides evidence that it plans to implement school-based budget formula that is weighted based on student needs.</p>	<ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other 	<ul style="list-style-type: none"> • Calendars/time • Budgeting • Other 	<ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other
Number of Points Criteria #2: <u> /10</u>			

*EVALUATION AND PLACEMENT OF TEACHERS****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired</p> <p>Principals trained to interview with TA competencies in mind</p> <p>The LEA provides a specific plan to support teachers', support staff, and school leaders' effectiveness the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample support and opportunity to improve, have not done so</p> <p>Application includes specific plans for amending Collective Bargaining Agreement (if staff in the LEA are</p>	<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired</p> <p>Principals trained to interview with TA competencies in mind</p> <p>The LEA provides a specific plan to support teachers', support staff, and school leaders' effectiveness using the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample support and opportunity to improve, have not done so</p> <p>Application includes specific plans for</p>	<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired</p> <p>Principals trained to interview with TA competencies in mind</p> <p>The LEA provides a specific plan to support teachers', support staff, and school leaders' effectiveness using the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample support and opportunity to improve, have not done so.</p> <p>Application includes general plans for amending Collective Bargaining</p>	<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired</p> <p>Principals trained to interview with TA competencies in mind</p> <p>The LEA does not provide a specific plan to support teachers', support staff, and school leaders' effectiveness the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample support and opportunity to improve, have not done so</p>

<p>represented by a union), and application describes specific language in Collective Bargaining Agreement (if staff in the LEA are represented by a union) that will be modified or amended to allow LEA to evaluate existing staff in order to identify and place only the individuals that demonstrate the greatest potential to successfully implement the intervention model.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>amending Collective Bargaining Agreement (if staff in the LEA is represented by a union).</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>Agreement (if staff in the LEA is represented by a union).</p>	
<p>Number of Points Criteria #3: <u> /10 </u></p>			

*EVALUATION SYSTEM****

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include four of the following elements in the 2012-13 school year and beyond, <i>and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion:</i> 1) Takes into account data on student growth as a significant factor; 2) Uses 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; 3) Differentiates teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p>	<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include four of the following elements in the 2012-13 school year and beyond, <i>and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion:</i> 1) Takes into account data on student growth as a significant factor; 2) Uses 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; 3) Differentiates teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p>	<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include four of the following elements in the 2012-13 school year and beyond, <i>and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion:</i> 1) Takes into account data on student growth as a significant factor; 2) Uses 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; 3) Differentiates teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p>	<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include up to four of the following elements, <i>but only generally asserts a plan to use the ratings to drive improvement</i> 1) Takes into account data on student growth as a significant factor; 2) Uses 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; 3) Differentiates teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p>

<p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p> <p>Application includes specific plans to engage Lead Partner or other vendor to assist with LEA negotiations with union staff membership.</p> <p>LEA describes plan and commitment for staff evaluation in 2011-12 that includes one or both of the following: 1) All staff (tenured and non-tenured) evaluated with existing system, 2) A number of staff members take part in a pilot of the new evaluation system in the second semester of the 2011-12 school year. The results of this evaluation could be ‘no stakes’ or ‘low stakes’.</p>	<p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p> <p>Application includes specific plans to engage Lead Partner or other vendor to assist with LEA negotiations with union staff membership.</p>	<p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	
<p>Number of Points Criteria #4: <u> /10 </u></p>			

*FINANCIAL INCENTIVES****

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>LEA describes specific plans in narrative and in budget to utilize three of the following strategies for all three years of the grant: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p> <p>Financial incentives described address an identified area of weakness at the school.</p> <p>The opportunities for promotion and career growth include specific plans to create a career ladder/lattice that allows staff with demonstrated student</p>	<p>LEA describes specific plans in narrative and in budget to utilize three of the following strategies for all three years of the grant: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p> <p>Financial incentives described address an identified area of weakness at the school.</p> <p>The opportunities for promotion and career growth include specific plans to create a career ladder/lattice that allows staff with demonstrated student</p>	<p>LEA describes specific plans in narrative and in budget to utilize three of the following strategies for all three years of the grant: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p> <p>Financial incentives described address an identified area of weakness at the school.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>LEA describes general plans in narrative and in budget to utilize up to three of the following strategies: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p>

achievement gains to advance into leadership roles. Plan includes alternative to pay scale that bases raises in salary on improving student achievement rather than years served. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	achievement gains to advance into leadership roles. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.		
Number of Points Criteria #5: <u> /10 </u>			

*EXTENDED TIME****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day or year. <i>LEA describes a plan to increase learning time for students by more than 20%.</i> <i>Costs associated with planning for how extended time will be used is budgeted for in advance of the 2011-12 school year.</i> Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day or year. <i>LEA describes a plan to increase learning time for students by 10% to 20%.</i> <i>Costs associated with planning for how extended time will be used is budgeted for in advance of the 2011-12 school year.</i> Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day or year. <i>LEA describes a plan to increase learning time for students by 5% to 10%.</i> <i>Costs associated with planning for how extended time will be used is budgeted for in advance of the 2011-12 school year.</i> Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day or year. <i>LEA describes a plan to increase learning time for students by up to at least 5%.</i>
Number of Points Criteria #6: <u> /10 </u>			

*ALIGNMENT OF STANDARDS****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA provides detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned with state standards.</p> <p>Evidence has been provided that the selected instructional programs are effective in other schools with similar populations of students.</p> <p>Citations for third-party research in support of the selected programs are provided.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>LEA provides detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned with state standards.</p> <p>Evidence has been provided that the selected instructional programs are effective in other schools with similar populations of students.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>LEA provides detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned with state standards.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>LEA does not provide a detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned with state standards.</p>
<p>Number of Points Criteria #7: <u> /10 </u></p>			

TRANSITIONS (TRANSFORMATION AND RE-START ONLY)

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA provides a specific plan for implementing the following transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery o Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop 	<p>LEA provides a specific plan for implementing the following transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery o Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop 	<p>LEA provides a specific plan for implementing transition support programs.</p>	<p>LEA does not provide a specific plan for implementing the following transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery o Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop

out in the 9 th grade Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	out in the 9 th grade		out in the 9 th grade
Number of Points Criteria #8: <u> /10 </u>			

*PROFESSIONAL DEVELOPMENT****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
Specific plans for job embedded PD provided by the LEA are described and in the budget (if necessary). Job embedded PD directly addresses needs identified in Needs Assessment and is tailored to individual student needs. How the LEA will enable the school(s) to complete collaborative staff efforts are specifically described in the text and planned for in the budget. Daily or weekly departmental meetings in place or planned for. Core grade level teachers have common planning time more than once a week. Basic outline of meetings provided	Specific plans for job embedded PD provided by the LEA are described and in the budget (if necessary). Job embedded PD directly addresses needs identified in Needs Assessment and is tailored to individual student needs. How the LEA will enable the school(s) to complete collaborative staff efforts are specifically described in the text and planned for in the budget. Daily or weekly grade level and departmental meetings in place or planned for. Basic outline of meetings provided	Specific plans for job embedded PD provided by the LEA are described and in the budget (if necessary). How the LEA will enable the school(s) to complete collaborative staff efforts are specifically described in the text and planned for in the budget. Grade level and departmental meetings every week or every two weeks in place or planned for.	General plans for staff to meet are in place, or planned but little information on how often meetings will be and how they will be structured. Additional collaborative planning time not planned for in budget.
Number of Points Criteria #9: <u> /10 </u>			

*GOVERNANCE****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The LEA describes its capacity and plan to adopt a new governance structure which includes, but is not limited to hiring a “turnaround leader/or establishing a turnaround office” who reports directly to the district Superintendent or Chief Academic Officer. Organizational chart provided that matches narrative and that outlines	The LEA describes its capacity and plan to adopt a new governance structure which includes, but is not limited to hiring a “turnaround leader/or establishing a turnaround office” who reports directly to the district Superintendent or Chief Academic Officer. Organizational chart provided that matches narrative and that outlines	The LEA describes its capacity and plan to adopt a new governance structure which includes, but is not limited to hiring a “turnaround leader/or establishing a turnaround office” who reports directly to the district Superintendent or Chief Academic Officer. Organizational chart provided that matches narrative and that outlines	Only minor changes to how the district is structured Unclear who is ultimately responsible for implementation; little specific information provided.

<p>reporting structure for district, school(s) identified, and Lead Partner. At most, one person accountable for success of intervention at the district and, at most, one person accountable for success of intervention within the Lead Partner. Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities. The name of the staff person that the new staff person will report to is clearly listed. What the new staff member will specifically be held accountable for is clearly noted. Decision-making process between LEA and Lead Partner clearly described. Decisions that Lead Partner will make are outlined. Decisions that LEA will make are outlined. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>reporting structure for district, school(s) identified, and Lead Partner. At most, one person accountable for success of intervention at the district and, at most, one person accountable for success of intervention within the Lead Partner. Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities. The name of the staff person that the new staff person will report to is clearly listed. What the new staff member will specifically be held accountable for is clearly noted. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>reporting structure for district, school(s) identified, and Lead Partner. Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	
<p>Number of Points Criteria #10: <u> </u>/10</p>			

SELECTING LEAD PARTNER

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA details a process used for selecting, contracting, and monitoring Lead Partner. This process includes choosing a Lead Partner’s expertise lines directly up with school/LEA needs identified in Needs Assessment. Measurable outcomes and time specific services that the LEA will receive from the selected Lead Partner and other vendors are detailed.</p>	<p>The LEA details a process used for selecting, contracting, and monitoring Lead Partner. This process includes choosing a Lead Partner’s expertise lines directly up with school/LEA needs identified in Needs Assessment. Measurable outcomes and time specific services that the LEA will receive from the selected Lead Partner and other vendors are detailed.</p>	<p>The LEA details a process used for selecting, contracting, and monitoring Lead Partner. This process includes choosing a Lead Partner’s expertise lines directly up with school/LEA needs identified in Needs Assessment.</p>	<p>The LEA does not detail a process used for selecting, contracting, and monitoring Lead Partner.</p>
<p>Number of Points Criteria #11: <u> </u>/10</p>			

*ALIGNMENT OF OTHER RESOURCES****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The LEA includes a detailed description of how it will redirect significant local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds	The LEA includes a detailed description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds	The LEA includes a general description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds	The LEA does not include a sufficient description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds
Number of Points Criteria #12: ___/10			

PRE-IMPLEMENTATION

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEAs application includes in the narrative and budget items that will support the full implementation of the selected model prior to the beginning of the school year. The activities align to the schools needs and may include, but not limited to, some of the following activities:</p> <p>1) Costs related to staff recruiting and selection as necessary, recruiting costs for principal-search, leadership team, and teaching staff as necessary, 2) Costs related to planning time for staff involved in planning extended day that will begin in the 2011-12 school year, 3) compensation for staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments, 4) negotiation costs associated with any changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer procedures, etc., 5)</p>	<p>LEAs application includes in the narrative and budget items that will support the full implementation of the selected model prior to the beginning of the school year. The activities align to the schools needs and may include, but not limited to, some of the following activities:</p> <p>1) Costs related to staff recruiting and selection as necessary, recruiting costs for principal-search, leadership team, and teaching staff as necessary, 2) Costs related to planning time for staff involved in planning extended day that will begin in the 2011-12 school year, 3) compensation for staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments, 4) negotiation costs associated with any changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff</p>	<p>LEAs application includes in the narrative and budget items that will support the full implementation of the selected model prior to the beginning of the school year. The activities align to the schools needs and may include, but not limited to, some of the following activities:</p> <p>1) Costs related to staff recruiting and selection as necessary, recruiting costs for principal-search, leadership team, and teaching staff as necessary, 2) Costs related to planning time for staff involved in planning extended day that will begin in the 2011-12 school year, 3) compensation for staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments, 4) negotiation costs associated with any changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer procedures, etc., 5)</p>	<p>LEA does not provide adequate narrative and budget describing the LEA’s activities prior to the beginning of the school year.</p>

<p>Training costs staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; 6) Costs related to family and community engagement 7) Costs related to developing and piloting a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	<p>removal/transfer procedures, etc., 5) Training costs staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; 6) Costs related to family and community engagement 7) Costs related to developing and piloting a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	<p>Training costs staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; 6) Costs related to family and community engagement 7) Costs related to developing and piloting a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	
<p>Number of Points Criteria #13: <u> </u>/10</p>			

MONITORING

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Plan includes at least quarterly updates to BOE to present progress against plan.</p> <p>LEA Lead for school intervention plans to meet with School Leadership, Lead Partner staff, Superintendent, and Union Leadership at least quarterly to present progress against plan.</p> <p>LEA Lead for school intervention plans to meet with Lead Partner staff, Principal, and Principal's direct reports meet weekly to review leading indicators; attendees discuss progress against plan and are held accountable.</p>	<p>Plan includes at least quarterly updates to BOE to present progress against plan.</p> <p>LEA Lead for school intervention plans to meet with School Leadership, Lead Partner staff, Superintendent, and Union Leadership at least quarterly to present progress against plan.</p> <p>LEA Lead for school intervention plans to meet with Lead Partner staff, Principal, and Principal's direct reports meet at least monthly to review leading indicators; attendees discuss progress against plan are held accountable.</p>	<p>Plan includes at least quarterly updates to BOE to present progress against plan.</p> <p>LEA Lead for school intervention plans to meet with School Leadership, Lead Partner staff, Superintendent, and Union Leadership at least quarterly to discuss data.</p>	<p>No plan for quarterly review of data among LEA Lead, School Leadership, Lead Partner staff, Superintendent, and Union Leadership. Plan includes occasional BOE meeting updates and/or annual updates</p>
<p>Number of Points Criteria #14: <u> </u>/10</p>			

SECTION III: COMMITMENT

STAKEHOLDER CONSULTATION

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Communications and outreach work done in advance of grant submission are sufficient. Stakeholders were given multiple opportunities to engage in strategy planning and a considerable number participated.</p> <p>District team included parents, community members, union leadership, school staff, and LEA staff.</p> <p>Stakeholder Consultation Signature Form(s) are included as evidence of meetings</p>	<p>Communications and outreach work done in advance of grant submission are sufficient. Stakeholders were given multiple opportunities to engage in strategy planning and a considerable number participated.</p> <p>District team included parents, community members, union leadership, school staff, and LEA staff.</p> <p>Stakeholder Consultation Signature Form(s) are included as evidence of meetings</p>	<p>Communications and outreach work done in advance of grant submission are sufficient. Stakeholders were given multiple opportunities to engage in strategy planning and a considerable number participated.</p> <p>District team included parents, community members, union leadership, school staff, and LEA staff.</p>	<p>Limited communications and outreach work done in advance of grant submission.</p>
<p>Number of Points Criteria #1: <u> /10 </u></p>			

LEVEL OF COMMITMENT ***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Application includes five or more letters of support from leaders of organizations representing large constituencies and that are clearly familiar with the specific plans for the school. Letters include specific support for the five most dramatic changes proposed at the school.</p> <p>Letter from union leadership includes specific description of all planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.</p>	<p>Application includes three or more letters of support from leaders of organizations representing large constituencies and that are clearly familiar with the specific plans for the school. Letters include specific support for the five most dramatic changes proposed at the school.</p> <p>Letter from union leadership includes specific description of some planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.</p>	<p>Application includes letters of support from leaders of organizations representing large constituencies and that are clearly familiar with the specific plans for the school. Letters include general support for the changes proposed at the school.</p> <p>Letter from union leadership includes general description of planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.</p>	<p>Application includes letters of support from individuals that are not familiar with the interventions at the school.</p> <p>Letter from union leadership includes general description of support.</p>

Number of Points Criteria #2: <u> /10 </u>	
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COMMUNITY ENGAGEMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p> <p>Communications and outreach plan includes, specific strategies of the types listed below to increase engagement and involvement of parents and community partners. The plans for these strategies are described in detail.</p> <ul style="list-style-type: none"> • Outreach to connect with hard-to-reach families • Enhancement of welcoming and social supports for newcomers • Establishment of a range of family involvement opportunities • Holding regular public meetings to review school performance and develop school improvement plans • Using surveys to gauge satisfaction and support for schools 	<p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p>	<p>Future communications plan generally described.</p>	<p>Limited future communications and outreach work planned if awarded the grant.</p>

Number of Points Criteria #3: <u> /10 </u>	
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Section IV: TIMELINE & BUDGET

BUDGET

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>All items and staff positions listed in LEA budget are substantiated in the narrative portion of the application.</p> <p>LEA budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget expenditures are aligned each year and over the three years of the grant.</p>	<p>All items and staff positions listed in LEA budget are substantiated in the narrative portion of the application.</p> <p>LEA budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p>	<p>All items and staff positions listed in LEA budget are substantiated in the narrative portion of the application.</p> <p>LEA budget is insufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p>	<p>All items and staff positions listed in LEA budget are not substantiated in the narrative portion of the application.</p> <p>LEA budget is insufficient to implement the activities fully and effectively, and/or budget lacks detail to make this determination.</p>
<p>Number of Points Criteria #1: <u> /10</u></p>			

TIMELINE

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. Extensive detail is provided.</p>	<p>The LEA includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention.</p>	<p>The LEA includes a timeline that lacks sufficient detail delineating the steps it will take to implement the selected intervention.</p>	<p><i>LEA does not include an implementation timeline.</i></p>
<p>Number of Points Criteria #2: <u> /10</u></p>			

SUSTAINING AFTER GRANT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA includes a detailed description of how it will align significant local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period.</p>	<p>The LEA includes a description of how it will align significant local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period.</p>	<p>The LEA includes a general description of how it will align local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period.</p>	<p>The LEA does not include a description of how it will align local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period.</p>
<p>Number of Points Criteria #3: <u> /10</u></p>			

LEA Total Scores

Section	Total Capacity	Total General	Total
Section I: Overview and Rational	/50***	/20	/70
Section II: Proposed Activities	/110***	/30	/140
Section III: Commitment	/10***	/20	/30
Section IV: Timeline & Budget		/30	/30
LEA Composite Totals	/170	/100	/270

Appendix E

SCHOOL Scoring Rubric

SECTION I: RATIONALE

NEEDS ASSESSMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Description provides evidence that the needs assessment team analyzed school level performance data and used this information to help identify the appropriate intervention model for the school.</p> <p>The application provides data for all 18 metrics identified by the Department of Education or a rationale for why the data cannot be collected.</p> <p>If data points are missing the narrative identifies what the school will do to ensure that these data points are collected in the future.</p>	<p>Description provides evidence that the needs assessment team analyzed school level performance data and used this information to help identify the appropriate intervention model for the school.</p> <p>The application provides data for all 18 metrics identified by the Department of Education or a rationale for why the data cannot be collected.</p>	<p>Description provides evidence that the needs assessment team analyzed school level performance data and used this information to help identify the appropriate intervention model for the school.</p>	<p>Description of the analysis of school level performance data is not included.</p>
<p>Number of Points Criteria #1: <u> /10 </u></p>			

*ROLE OF LEAD PARTNER***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Description of Lead Partner's responsibilities includes seven to eight of the following activities: being involved in hiring of district funded administrators at the school, strategy design, creation of performance management system, assistance with school climate and culture, community engagement, extended programming,</p>	<p>Description of Lead Partner's responsibilities includes five to six of the following activities: being involved in hiring of district funded administrators at the school, strategy design, creation of performance management system, assistance with school climate and culture, community engagement, extended programming,</p>	<p>Description of Lead Partner's responsibilities includes one to four of the following activities: being involved in hiring of district funded administrators at the school, strategy design, creation of performance management system, assistance with school climate and culture, community engagement, extended programming,</p>	<p>Description of Lead Partner's responsibilities is not specific or includes providing professional development, curriculum alignment, and/or curricular mapping.</p>

interim assessments, compensation system reform, and/or additional substantial responsibilities (not including professional development, curricular alignment, and/or curricular mapping).	interim assessments, compensation system reform, and/or additional substantial responsibilities (not including professional development, curricular alignment, and/or curricular mapping).	interim assessments, compensation system reform, and/or additional substantial responsibilities (not including professional development, curricular alignment, and/or curricular mapping).	
Number of Points Criteria #2: <u> /10</u>			

*STAFFING***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The names of the staff position that will monitor and evaluate the progress of this initiative are listed. All staff that is involved with the grant is listed with amount of time that they will be involved in the intervention.</p> <p>Complete job description(s) are provided for each new staff member includes: specific and non-duplicated responsibilities.</p> <p>The name of the staff person that the new staff person will report to is clearly listed. What the new staff member will specifically be held accountable for is clearly noted.</p>	<p>The names of the staff position that will monitor and evaluate the progress of this initiative are listed. All staff that is involved with the grant is listed with amount of time that they will be involved in the intervention.</p> <p>Complete job description(s) are provided for each new staff member include: specific and non-duplicated responsibilities.</p> <p>The name of the staff person that the new staff person will report to is not clearly listed and/or what the new staff member will specifically be held accountable for is not clearly noted.</p>	<p>The names of the staff position that will monitor and evaluate the progress of this initiative are listed. All staff that is involved with the grant is listed with amount of time that they will be involved in the intervention.</p> <p>Complete job description(s) are not provided for each new staff member include: specific and non-duplicated responsibilities.</p> <p>The name of the staff person that the new staff person will report to is not clearly listed and/or what the new staff member will specifically be held accountable for is not clearly noted.</p>	<p>Information about the staff involved in the intervention lack one or both of the following: --the name of the staff position that will monitor and evaluate the progress of this initiative --a list of staff that is involved with the grant is listed with amount of time that they will be involved in the intervention. Complete job description(s) not provided for each new staff member include: specific and non-duplicated responsibilities.</p> <p>The name of the staff person that the new staff person will report to is not clearly listed and/or what the new staff member will specifically be held accountable for is not clearly noted.</p>
Number of Points Criteria #3: <u> /10</u>			

SECTION II: PROPOSED ACTIVITIES

CULTURE & CLIMATE

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A description is included to address how the school plans to enhance or develop a positive school climate where students feel safe, where the academic and behavioral competencies of all students are supported, and where instruction responds to student needs.	A description is included that acknowledges that the school needs to enhance or develop a positive school climate where students feel safe, where the academic and behavioral competencies of all students are supported, and where instruction responds to student needs.	A description identifies some of the challenges related to the school culture and climate but does not propose any strategies for change.	The school culture and climate are not addressed.
Number of Points Criteria #1: <u> /10 </u>			

*DATA DRIVEN DECISION MAKING***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
School either already does or plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis. School either already does or plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School either already uses data or plans to use data on a regular and frequent basis to make instructional modifications, enhance support services, or identify interventions.	School either already does or plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis. School either already does or plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School neither already uses data nor plans to use data on a regular and frequent basis to make instructional modifications, enhance support services, or identify intervention.	School either already does or plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis. School neither already does nor plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School neither already uses data nor plans to use data on a regular and frequent basis to make instructional modifications, enhance support services, or identify intervention.	School neither already does nor plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis. School neither already does nor plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School neither already uses data nor plans to use data on a regular and frequent basis to make instructional modifications, enhance support services, and/or identify intervention.
Number of Points Criteria #2: <u> /10 </u>			

CURRICULUM AND ASSESSMENT **

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A list of assessments currently administered and planned for provided. The LEA details a plan to implement instructional practices that: are selected based on data and promote the regular and frequent use of student data to adjust instruction and curriculum based on progress monitoring.	A list of assessments currently administered provided. The LEA describes a plan that was only moderately based on data and does not clearly promote the regular and frequent use of student data to adjust instruction and curriculum based on progress monitoring.	A list of assessments currently administered provided. The LEA does not describe a plan to implement instructional practices that: are selected based on data and promote the regular and frequent use of student data to adjust instruction and curriculum based on progress monitoring.	A list of assessments currently administered not provided.
Number of Points Criteria #3: <u> /10 </u>			

INSTRUCTION**

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Process for analyzing student needs and then building support and interventions to directly address those needs is currently in place or planned.</p> <p>Instructional and learning supports include five or more of the strategies below with a very clear description of how the interventions directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions ● Establishing smaller learning communities ● Providing supports/PD for working with SPED and ELL ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation ● Establishing early warning systems 	<p>Process for analyzing student needs and then building support and interventions to directly address those needs is currently in place or planned.</p> <p>Instructional and learning supports include five or more of the strategies below with an insufficient description of how the interventions directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions ● Establishing smaller learning communities ● Providing supports/PD for working with SPED and ELL ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation 	<p>Process for analyzing student needs and then building support and interventions to directly address those needs is currently in place or planned.</p> <p>Instructional and learning supports include two to four of the strategies below and/or an insufficient description of how the interventions directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions ● Establishing smaller learning communities ● Providing supports/PD for working with SPED and ELL ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation ● Establishing early warning systems 	<p>Process for analyzing student needs and then building support and interventions to directly address those needs is not currently in place nor planned.</p> <p>Instructional and learning supports include one of the strategies below and/or an insufficient description of how the intervention directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions ● Establishing smaller learning communities ● Providing supports/PD for working with SPED and ELL ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation ● Establishing early warning systems

(focused on prevention absences, low grades, violence, potential dropouts, etc.)	<ul style="list-style-type: none"> Establishing early warning systems (focused on prevention absences, low grades, violence, potential dropouts, etc.) 	(focused on prevention absences, low grades, violence, potential dropouts, etc.)	(focused on prevention absences, low grades, violence, potential dropouts, etc.)
Number of Points Criteria 4: <u> /10 </u>			

SUPPORT SERVICES

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The narrative describes how the school will organize themselves to ensure that every student has a pathway to success and is supported through a wide variety of programs and instructional approaches. Strategies include but are not limited to: screening for deficits in academics and behavioral functions (for example, self-management and relationship skills) and monitoring progress at regular intervals. Interventions include one-on-one or small-group tutoring in one or more academic skill areas, specific interventions targeting social-emotional needs (such as social and emotional learning), or targeted language interventions.	The narrative describes how the school will organize themselves to ensure that every student has a pathway to success and is supported through a wide variety of programs and instructional approaches.	The narrative identifies the need for support services but does not detail the plan for specific services for specific student groups.	The application does not address the inclusion of support services.
Number of Points Criteria #5: <u> /10 </u>			

PROFESSIONAL DEVELOPMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Specific plans for job embedded PD are provided. Job embedded PD directly addresses needs identified in Needs Assessment and is tailored to individual student needs.</p> <p>Collaborative staff efforts are specifically described in the text and planned for in the budget. Daily or weekly departmental meetings in place or planned for. Core grade level teachers have common planning time more than once a week. Basic outline of meetings provided</p>	<p>Specific plans for job embedded PD provided. Job embedded PD directly addresses needs identified in Needs Assessment and is tailored to individual student needs.</p> <p>Collaborative staff efforts are specifically described in the text and planned for in the budget. Daily or weekly grade level and departmental meetings in place or planned for. Basic outline of meetings provided</p>	<p>Specific plans for job embedded PD provided.</p> <p>Collaborative staff efforts are specifically described in the text and planned for in the budget. Grade level and departmental meetings every week or every two weeks in place or planned for.</p>	<p>General plans to meet in place, or planned but little information on how often meetings will be and how they will be structured. Additional collaborative planning time not planned for in budget.</p>
<p>Number of Points Criteria #6: <u> /10 </u></p>			

COMMUNICATING VISION

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Communications and outreach work done in advance of grant submission are more than sufficient.</p> <p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p> <p>Communications and outreach plan include two or more, specific strategies of the types listed below to increase engagement and involvement of parents and community partners. The plans for these two or more strategies are described in detail.</p> <ul style="list-style-type: none"> • Outreach to connect with hard-to-reach families • Enhancement of welcoming and social supports for newcomers 	<p>Communications and outreach work done in advance of grant submission are more than sufficient.</p> <p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p> <p>Communications and outreach plan include two or more, specific strategies of the types listed below to increase engagement and involvement of parents and community partners. The plans for these two or more strategies are briefly described.</p> <ul style="list-style-type: none"> • Outreach to connect with hard-to-reach families • Enhancement of welcoming and social supports for newcomers 	<p>Communications and outreach work done in advance of grant submission are sufficient.</p> <p>Communications and outreach plan for the future are not sufficiently specific.</p>	<p>Limited communications and outreach work done in advance of grant submission</p> <p>Limited future communications and outreach work planned if awarded the grant.</p>

<ul style="list-style-type: none"> • Establishment of a range of family involvement opportunities • Holding regular public meetings to review school performance and develop school improvement plans • Using surveys to gauge satisfaction and support for schools 	<ul style="list-style-type: none"> • Establishment of a range of family involvement opportunities • Holding regular public meetings to review school performance and develop school improvement plans • Using surveys to gauge satisfaction and support for schools 		
Number of Points Criteria #7: <u> /10 </u>			

SECTION III: BUDGET

BUDGET

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>All items and staff positions listed in budget are substantiated in the narrative portion of the application.</p> <p>Budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>The LEA includes a description of how it will redirect significant local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds</p>	<p>All items and staff positions listed in budget are substantiated in the narrative portion of the application.</p> <p>Budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>The LEA includes a description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds</p>	<p>All items and staff positions listed in budget are substantiated in the narrative portion of the application.</p> <p>Budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>The LEA does not include a sufficient description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds</p>	<p>All items and staff positions listed in budget are not substantiated in the narrative portion of the application.</p> <p>Budget is insufficient to implement the activities fully and effectively, and/or budget lacks detail to make this determination.</p>
<p>Number of Points Criteria #1: <u> /10 </u></p>			

TIMELINE

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The school includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. Extensive detail is provided.</p>	<p>The school includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention.</p>	<p>The school includes a timeline that lacks sufficient detail delineating the steps it will take to implement the selected intervention.</p>	<p>school does not include a timeline.</p>
<p>Number of Points Criteria #2: <u> /10 </u></p>			

School Total Scores

Section	Total Readiness	Total General	Total
I. Overview & Rational	/20**	/10	/30
II. Proposed Activities	/30**	/40	/70
III. Timeline & Budget		/20	/20
SCHOOL Composite Totals	/50**	/60	120

**FY 2012 School Improvement Grant –Section 1003(g)
FINAL SCORE SHEET**

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 154 will need to revise their application with assistance from ISBE staff if they desire funding. If the composite capacity/ readiness score is 154 or higher ISBE will add this score to the “General Composite Score,” which is comprised of the “LEA General Score” and the “School General Score.” In cases where a district has multiple school applications the LEA composite scores will remain the same and be add to each schools’ individual composite scores. Once the Capacity/ Readiness Composite Score and the General Composite Score is added together this will generate a final application score. ISBE will then rank each school from highest to lowest to determine finalist.

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*** (170-135)	All of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed.
Moderate (134-119)	Most of the above capacity criteria relevant to the school’s selected intervention model have been adequately addressed.
Low (118 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 (50-40)	All of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed.
Moderate (39-35)	Most of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed.
Low (34 and Below)	A few or none of the above readiness criteria relevant to the school’s selected intervention model have been adequately addressed.

District Score	Capacity	General	Total
Section I: Overview and Rationale	/50	/20	/70
Section II: Proposed Activities	/110	/30	/140
Section III: Commitment	/10	/20	/30
Section IV: Timeline & Budget		/30	/30
TOTAL District Points	/170	/100	/270

School Score	Readiness	General	Total
Section I: Rationale	/20	/10	/30
Section II: Proposed Activities	/30	/40	/70
Section III: Timeline & Budget		/20	/20
TOTAL School Points	/50	/60	/120

Final Composite Scores (One per School)

	LEA Name	School Name	Total
Capacity/ Readiness	/170	/50	/220
General	/100	/60	/160
Total			/380

Note: LEA composite score will be added to each individual school composite score. An application must receive at least 154 points for the capacity/readiness composite score in order for the school application to continue in the grant review process. Applications receiving less than 154 points will receive written comments and technical assistance to revise application.

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 1

DUE DATE

FY 2012 ARRA
School Improvement Grant - Section 1003(g) – Tier I and Tier II
Application Cover Page

INSTRUCTIONS: Submit 1 original, 5 copies, and 1 CD. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL		REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES I.D. #
TITLE OF AUTHORIZED OFFICIAL		SIG 1003(g) PROGRAM CONTACT	
DISTRICT NAME AND NUMBER		TITLE OF PROGRAM CONTACT	
ADDRESS (Street, City, State, 9 Digit Zip Code)		ADDRESS (Street, City, State, 9 Digit Zip Code)	
TELEPHONE (Include Area Code)	FAX (Include Area Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)
E-MAIL		E-MAIL	

2010 DISTRICT FEDERAL ACADEMIC 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/Authorized Official_____
Date_____
Original Signature of School Board President**ISBE USE ONLY**

Date Received

Date_____
Original Signature of ISBE Division Administrator, Innovation and Improvement

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
			-12

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Tier I and Tier II Intervention Model Selection for Schools**

SCHOOL NAME	NCES ID #	TIER		INTERVENTION (TIER I AND II ONLY)				WAIVERS			LEAD PARTNER	
		I	II	Turnaround	Restart	Closure	Transformation	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 school that does not meet the 40 percent poverty eligibility threshold	NOT APPLYING FOR WAIVER	Lead Partner Name	ISBE Approval Status
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		<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"/> Approved <input type="checkbox"/> Not Approved
		<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"/> Approved <input type="checkbox"/> Not Approved
		<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"/> Approved <input type="checkbox"/> Not Approved
		<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"/> Approved <input type="checkbox"/> Not Approved
		<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"/> Approved <input type="checkbox"/> Not Approved
		<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"/> Approved <input type="checkbox"/> Not Approved
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		<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"/> Approved <input type="checkbox"/> Not Approved
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		<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"/> Approved <input type="checkbox"/> Not Approved
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		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"/>	

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		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"/>	

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be Specific, Measurable, Attainable, Realistic, and Time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

Objective: (1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (2) identify measurable outcomes that align with the selected interventions, (3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (4) identify a target date for completion, and (5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed.

SIG 1003(g) Goal # _____:

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective (Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # _____				
Objective # _____				
Objective # _____				
Objective # _____				

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

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SIG 1003(g) Goal # _____:

Objective (1)	Measurable Outcomer(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective (Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # _____				
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Objective # _____				
Objective # _____				

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

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Objective # _____				
Objective # _____				
Objective # _____				
Objective # _____				

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
			-12

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 April 1, 2011, 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 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
			-12

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

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
			-12

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

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
			-12

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LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME	SCHOOL NCES #	<input type="checkbox"/> TIER I <input type="checkbox"/> TIER II
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Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #	LEA Objective #
------------	-----------------

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #4-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> • Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> • August 2011 • November 2011 	<ul style="list-style-type: none"> • Instructional Coaches • Principal
Strategy # _____			

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME	SCHOOL NCES #	<input type="checkbox"/> TIER I <input type="checkbox"/> TIER II
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Strategy # _____			

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME	SCHOOL NCES #	<input type="checkbox"/> TIER I <input type="checkbox"/> TIER II
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Strategy # _____			

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Individual School Strategies**

SCHOOL NAME	SCHOOL NCES #	<input type="checkbox"/> TIER I <input type="checkbox"/> TIER II
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Strategy # _____			

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 2012 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

FISCAL YEAR 11	SOURCE OF FUNDS CODE -12	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)	

INDIVIDUAL SCHOOL BUDGET – YEAR 1: PRE-IMPLEMENTATION

ISBE USE ONLY	PROGRAM APPROVAL DATE AND INITIALS
	TOTAL FUNDS
	CARRYOVER FUNDS
	CURRENT FUNDS
	BEGIN DATE END DATE 08/31/2011

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 April 1, 2011, 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 (5% limit)								
11	2400	School Administration								
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support 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.

 Date Original Signature of Superintendent/Authorized Official

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
				-12

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 April 1, 2011, 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 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: PRE-IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
				-12

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – YEAR 1: IMPLEMENTATION**

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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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. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. 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.

16. 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.
17. 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

18. 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

19. 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

20. 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

21. 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

22. 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)).
23. 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.
 24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
 25. 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).
 26. 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.
 27. 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.
 28. 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.
 29. 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.
 30. 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.
 31. 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.).
 32. 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.
 33. 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.
 34. 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.
35. 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

36. 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)

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 or Project Name
Name of Authorized Representative	Title
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 Number or Project Name
Name of Authorized Representative	Title
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.)

<p>1. TYPE OF FEDERAL ACTION</p> <p><input type="checkbox"/> a. Contract</p> <p><input type="checkbox"/> b. Grant</p> <p><input type="checkbox"/> c. Cooperative agreement</p> <p><input type="checkbox"/> d. Loan</p> <p><input type="checkbox"/> e. Loan guarantee</p> <p><input type="checkbox"/> f. Loan insurance</p>	<p>2. STATUS OF FEDERAL ACTION</p> <p><input type="checkbox"/> a. Bid/offer/application</p> <p><input type="checkbox"/> b. Initial award</p> <p><input type="checkbox"/> c. Post-award</p>	<p>3. REPORT TYPE</p> <p><input type="checkbox"/> a. Initial filing</p> <p><input type="checkbox"/> b. Material change</p> <p>For material change only:</p> <p>_____ Year</p> <p>_____ Quarter</p> <p>_____ Date of last report</p>
<p>4. NAME AND ADDRESS OF REPORTING ENTITY</p> <p><input type="checkbox"/> Prime <input type="checkbox"/> Subawardee, Tier _____, if known _____ Congressional District, if known</p>		<p>5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME</p> <p>_____ Congressional District, if known</p>
<p>6. FEDERAL DEPARTMENT/AGENCY</p>	<p>7. FEDERAL PROGRAM NAME/DESCRIPTION</p> <p>_____ CFDA Number, if applicable</p>	
<p>8. FEDERAL ACTION NUMBER, if known</p>	<p>9. AWARD AMOUNT, if known</p> <p>\$ _____</p>	
<p>10a. NAME AND ADDRESS OF LOBBYING ENTITY (If individual, last name, first name, MI)</p>	<p>b. INDIVIDUALS PERFORMING SERVICES (Including address if different from No. 10a) (last name, first name, MI)</p>	

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

<p>11. AMOUNT OF PAYMENT (check all that apply)</p> <p>\$ _____ <input type="checkbox"/> Actual <input type="checkbox"/> Planned</p>	<p>13. TYPE OF PAYMENT (check all that apply)</p> <p><input type="checkbox"/> a. Retainer</p> <p><input type="checkbox"/> b. One-time fee</p> <p><input type="checkbox"/> c. Commission</p> <p><input type="checkbox"/> d. Contingent fee</p> <p><input type="checkbox"/> e. Deferred</p> <p><input type="checkbox"/> f. Other, specify _____</p>
<p>12. FORM OF PAYMENT (check all that apply)</p> <p><input type="checkbox"/> a. Cash</p> <p><input type="checkbox"/> b. In-kind; specify: nature _____</p> <p style="padding-left: 100px;">value _____</p>	
<p>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.</p>	

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

<p>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.</p>	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

APPENDIX D

COMMENTS



A Union of Professionals

**Illinois Federation of Teachers' Comments on
School Improvement Grant Request for Proposals (RFPs)**

November 2010

The Illinois Federation of Teachers (IFT) appreciates the opportunity to provide comments to the Illinois State Board of Education (ISBE) on the *Request for Proposals (RFP): FY12 School Improvement Grants - 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 the IFT continues to have concerns about the prescriptive, sometimes unproven elements of school improvement required by the U.S. Department of Education, we remain committed to working with the ISBE, its staff, local union and district leadership and other stakeholders to facilitate proven, sustainable reforms that support the improvement of teaching and learning in Illinois' lowest-performing schools.

IFT appreciates that the RFP clearly recognizes the need for local union involvement throughout the SIG application process. From the first step of the application process to assemble a team, the RFP clearly reflects that ISBE expects Local Education Agency (LEA) administration to reach out to local union leaders to be a part of meaningful discussions and collaboration and to engage in an open dialogue throughout the SIG process. A significant body of research shows that staff buy-in is critical to success; local union leaders are instrumental in helping increase staff buy-in.

IFT also appreciates that the RFP clearly defines roles and expectations for the Lead Partner, who will be working with a SIG school. Because the Lead Partner role will be new territory for districts and SIG schools, it is critical that all parties understand these expectations as they work to establish a relationship with a Lead Partner. To provide this same level of understanding for all parties involved, IFT encourages ISBE to include clearly defined expectations for Supporting Partners.

In addition, IFT appreciates ISBE's efforts to make the FY12 RFP expectations clearer for LEAs and local stakeholders in the section. The RFP clearly delineates steps in the Overview of Proposal Requirements, which should provide guidance and additional information to assist LEAs and local stakeholders in understanding the requirements they face in implementing a federal intervention model. While the IFT appreciates this effort at clarity, we are very concerned about the level of detail required in Section II: Proposed Activities. As written now, this section requires proposals to include a level of detail and specificity well beyond a demonstration of commitment and plans to implement required SIG activities.

Recognizing the RFP timeline will be short and will span the holiday season and semester change, LEAs, local unions and community stakeholders will undoubtedly struggle to work collaboratively to develop a proposal that addresses their plans to meet SIG requirements. The level of detail and specificity the RFP currently calls for will make it nearly impossible for the parties to work collaboratively to implement a successful SIG proposal. For example, IFT believes that a different level of detail is required in the LEA proposal to address Section II A 5, where the LEA is expected to describe plans to implement strategies related to hiring and retaining staff, and Section II A 6, where the LEA is required to detail how it will

increase learning time for all students. This additional level of specificity will require an LEA and local union to sign a memorandum of understanding (MOU) prior to submission of a SIG proposal to ISBE, without having the essential discussions and input from affected parties, as well as assurance that the LEA SIG proposal meets ISBE expectations.

In addition to our broad concerns, IFT requests a specific language change to the FY12 RFP. We request that language from the FY11 SIG RFP, which we have highlighted below, be added to the FY12 RFP in Section II: Proposed Activities A. 4.

A. 4. Discuss the LEA plans to develop, **in cooperation with its teachers and if applicable, the bargaining representatives of its teachers**, a rigorous, transparent and equitable evaluation system for teachers that incorporates 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.

In closing, IFT voices ongoing concerns for 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. Furthermore, local and state funding will certainly be necessary to sustain these efforts; it is difficult to assure LEAs and local unions that non-federal funding will be available to sustain effective school improvement efforts that may be implemented as part of federal SIG requirements. As proposed, these initiatives are expected to remain long after available federal dollars have been allocated and spent. Programs proven to be effective must be sustained locally and/or by the state providing the necessary funding to continue the collaborative work of district administration and local unions.

Good evening. I have taken a look at the proposal and am actually quite comfortable with the process. As a superintendent of a district that did receive funds during the initial phase, the application looks straightforward. A definite positive is the timeline associated with receiving and thus expending the funds on sustainable improvement. I also like the concept of a lead partner for further assistance.

I look forward to seeing you on December 1st.

Dr. John Palan

St. Anne Public Schools

I will copy Monique here, but since I represent the Illinois Coalition of Nonpublic Schools on the Title I Consolidated Committee of Practitioners, I have no experience with FY12 SIG RFP which appears to be opened exclusively to public schools. However, I did review the application and it appears to be written clearly although a very lengthy and involved process appearing to require hours of paperwork and serious accountability.

I was not able to determine if any way throughout the process local school districts are obligated to contact any of the currently served Title I private school students in their district re: this application, perhaps you could answer that question for me.

Thanks

APPENDIX E1
TIER III
LEA REQUEST
FOR PROPOSALS

December, 2011

TO: Eligible Applicants

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

SUBJECT: REQUEST FOR PROPOSALS (RFP): FY 2012 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 http://www.isbe.net/sos/htmls/sip_1003.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 XXXX and will extend from the execution date of the grant agreement until June 30, 2012 (FY 2012). Two continuation periods are anticipated—July 1, 2012 to June 30, 2013 (FY 2013) and July 1, 2013 to June 30, 2014 (FY 2014). 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 five copies, and a CD to the address below to ensure receipt no later than XXXX.

Marti Woelfle
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 XXXXX 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 XXXXX 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 XXXX 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 Marti Woelfle at 217-524-4832 or mwoelfle@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 and webinars detailing each of the four federal intervention models are available at the Center on Innovation and Improvement website <http://www.centerii.org/webinars/>.

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

Lead Partner

LEAs that are awarded SIGs are required to work with a Lead Partner to implement their selected intervention model. The State Superintendent has approved, 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 Partners*, and are ISBE approved to subcontract work with LEAs and schools receiving SIGs.

Lead 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. Both the LEA and Lead Partner will share accountability for the successful implementation of the selected intervention model, with the ultimate goal to substantially raise student achievement. Lead Partners are responsible for working with the LEA to implement a coherent, whole school reform that integrates structural and programmatic interventions. A Lead Partner must be prepared to provide daily on-site support, leadership, and assistance in the served school and LEA. The Illinois Approved Provider list is located in Appendix B.

A district must select a Lead Partner for each school submitted in the application. Please note; the same Lead Partner is not required for each school in a district's application. In other words, the district may elect to contract with a separate and unique Lead Partner for each eligible school included in the application. Please note, a detailed Memorandum of Understanding (including deliverables, associated costs, and due dates) between an awarded district and approved Lead Partner will be required prior to funding.

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. This proposal must include timelines and details of the LEA's plan for the eventual phase-out of Lead and Supporting Partner services.

All LEAs and Lead 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.

Waivers

ISBE has been approved by ED to extend the following waivers to SIG recipients who chose the identified model. (see Attachment 2).

- 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:

- Participating in on-site reviews conducted by ISBE;
- Participating in designated school improvement activities and technical assistance offered by ISBE;
- Updating annual improvement goals;
- Submitting a revised budget and annual budget summary;
- Submitting quarterly expenditure reports;
- Reporting progress on the ED identified nine (9) leading indicators and eighteen (18) metrics ; and
- Submitting 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 (see attachment 4 & 8) identified under the Improvement Goals section of this RFP as well as the eighteen (18) metrics (identified in Part II of the Needs Assessment Packet) as identified by ED 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 2012, FY 2013, and FY 2014. 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 2012, 2013, and 2014) please see Attachment 5. Applicants must use the budget forms provided in Attachments 6 and 9 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 I, Tier II, and 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;
- 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; 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 10 and 11).

Overview of Proposal Requirements

Step 1-Pre Application Process -Assemble Team

Step 2-Pre Application Process - Needs Assessment Packet

Step 3-LEA Application

Step 4-Individual School(s) Application

Step 5-ISBE Program Specifics, Certifications and Assurances

Step 6-Post Application Process

Step 1 - Pre Application Process – Assemble Team

Stakeholder Engagement: The LEA must consult with critical stakeholders including local school board members, teachers' union representatives, school staff, parents and community representatives as well as their identified Lead Partner regarding the proposal and the implementation of a school intervention model in each of the participating Tier III schools. Applicants should complete an *LEA Stakeholders Consultation Confirmation* form for each meeting held (see Appendix C for the form) and submit forms with the proposal.

Step 2 - Pre Application Process - Needs Assessment Packet

The **FY 2012 SIG 1003(g) Needs Assessment** is one of the first steps in creating a comprehensive school improvement reform strategy to support the LEA's FY 2012 School Improvement Grant application under Section 1003(g) for each selected Tier III school. For each Tier III school the LEA commits to serve, it must demonstrate that it has analyzed the needs of each school and, based on the analysis, selected one of the four approved intervention models for each school. In general, the Needs Assessment will help the LEA pinpoint the areas in which a district needs to focus and prioritize its resources in order to significantly improve student achievement.

The Needs Assessment will help the LEA:

- review and analyze school data relevant to academic performance, climate and culture;
- identify gaps between current programs and the desired results to help inform the selection of one of the four approved intervention models; and
- examine policies, programs, practices, and contextual factors that either support or impede the presence of characteristics needed to support the development of a thriving teaching and learning community.

In an effort to assist the LEA with their analysis, the Needs Assessment Packet was distributed prior to the release of this RFP. The Needs Assessment Packet may also be found at

http://www.isbe.state.il.us/sos/htmls/sip_1003.htm and must be completed and submitted with this proposal.

Step 3 - LEA Application

Attachment 1 – Application Cover Page

Attachment 2 – Tier III Intervention Model Selection for Schools 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. 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.

In addition, ISBE has been approved by ED to extend the below waivers to SIG grantees. Please be sure to indicate on Attachment 2 if the LEA is requesting one or both of the waivers.

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2001-2012 school year 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 school wide program in a Tier I, Tier II or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Attachment 3 –Eligible but Not Served Tier III Schools The LEA must identify all schools that are eligible to be served with the SIG grant but for which the district has chosen not to make application. The LEA must also provide the reason it has chosen not to make application for the eligible but not served school(s).

Attachment 4 - 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 time bound (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PSAE) 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 and submit them with the proposal.

LEA Budget

Attachment 5- Three Year Budget – The LEA must submit a three year budget that covers both LEA and school expenses. The budget should be of sufficient size and scope to implement the selected school intervention model in each Tier III school the LEA commits to serve. Any funding activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

Attachment 6 – LEA Comprehensive Budget-Year 1 2011-2012 The LEA Comprehensive Budget for Year 1 reflects the **COMBINED** project costs for both the Year 1 LEA Budget and the Year 1 Individual School Budget(s).

Attachment 6A – LEA Budget – Year 1 2011 – 2012 The LEA Budget for Year 1 reflects just the district level anticipated project costs.

Attachment 6B – LEA Detailed Budget Summary Breakdown– Year 1 2011 – 2012 The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

LEA Abstract and Narrative Requirements

- 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.

LEA Proposal Abstract: Briefly describe the district and school(s) demographics and then explain the overarching reform plan, highlighting the structural and programmatic changes that will occur and how the LEA will build on existing practices to ensure successful implementation of each selected intervention model. Do not exceed 4 pages.

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, parents, community representatives, 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.

Provided below is an outline by section, letter, and number that will assist in sequencing the narrative response. Please organize the narrative response text following the outline, by section, then letter(s) and numbers. Do not exceed 25 pages

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 the *FY 2011 School*

Improvement Grant 1003(g) District Needs Assessment Packet. In addition please respond to each of the below items:

1. Describe the process the LEA utilized to complete the Needs Assessment Packet and explain how the analysis informed the selection of an intervention model for each school.
 2. Describe the actions the LEA has taken or will take to 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, specifically related to:
 - i. Teachers and Leaders;
 - ii. Instructional and Support Strategies;
 - iii. Time and Support; and
 - iv. Governance.
 3. 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).
- B. List the annual goals for student achievement on the ISAT and/or the PSAE in both reading/language arts and mathematics that the LEA has established for each of its Tier III schools that receive school improvement funds (see Attachment 4). Goals must be specific, measurable, attainable, relevant and time bound (SMART). Explain how the LEA arrived at these goals and how the LEA plans to monitor its Tier III schools that receive school improvement funds to help ensure timely progression towards identified goals and the eighteen (18) metrics designated by ED.

SECTION II: 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. 208/Thursday, October 28, 2010.
 - Appendix A for an explanation and details of each intervention model.
- A. Describe actions the LEA has taken, or will take, to design and implement interventions consistent with the SIG 1003(g) final requirements. In the description please be specific about what items the district will address versus the Lead Partner.
- a. Please identify if the LEA is replacing the principal. If the principal is new or returning please detail how the LEA evaluated the principal's

knowledge, skills, and abilities, to successfully lead the selected intervention model.

- b. Outline the type of operational flexibility (i.e. staffing, calendars/time, and budgeting) the LEA will grant to the principal to fully implement the selected intervention model.
- c. Describe how the LEA plans to evaluate all existing staff in the target school, in order to identify and place only the individuals that demonstrate the greatest potential to successfully implement the intervention model. If the selected intervention model is Turnaround, please also describe the process the LEA will use to replace 50% of the staff.
- d. Discuss the LEA plans to develop, a rigorous, transparent, and equitable evaluation system for teachers and principals that incorporates 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. In addition, please describe how this evaluation system will be used to identify and reward school leaders, teachers, and other staff who improve student outcomes and remove those who do not.
- e. Describe how the LEA plans to utilize strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.
- f. Detail how the LEA will increase learning time, for all students, by lengthening the school day, week and/or year to significantly increase the total number of school hours to include additional time for:
 - a. instruction in core academic subjects;
 - b. instruction in other subjects and enrichment activities that contribute to a well-rounded education; and
 - c. teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
- g. Explain how the LEA will use data to identify and implement comprehensive, research based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards.
- h. Outline how the LEA will establish strategies that improve student transition from middle to high school (*Does not apply to the turnaround or closure models*).
- i. Describe how the LEA will 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.

- j. Detail the governance structure that will be put in place to oversee the successful implementation of the selected intervention model. Please address any district reconfiguration that will occur to support grant implementation (e.g., transformation office/officer, turnaround office/officer). In an appendix please provide detailed job descriptions, with duties and qualifications required, 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. In addition, please include organizational chart.
 - k. Describe how the LEA screened and selected the Lead Partner 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. Approval from ISBE is required to subcontract with a provider not included on the Illinois Approved Provider List <http://www.isbe.net/apl/default.htm>. ;
 - l. Explain how the LEA will align other resources with the grant funds to leverage the intervention.
- B. Describe how the LEA plans to use FY2012 SIG funds prior to the 2011-2012 school year (pre-implementation period) to carry out activities to help the LEA prepare for full implementation in the following school year (For a description of allowable activities please refer to section J of the SIG Guidance).
 - C. Include 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, 2014) and focus on district-level activities that will support the implementation of the intervention models. The timeline must identify activities related to pre-implementation, implementation and monitoring and highlight activities described in A & B.
 - 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.

Section III: Level of Commitment

The LEA must:

- A. Explain the process it used to consult with stakeholders regarding the LEA's application and implementation of school improvement models in its Tier III schools. In an appendix please include LEA/SCHOOL Stakeholders' Consultation and Confirmation forms used to document meetings with key stakeholders (See Appendix C).

- B. 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, parents, community member, and other stakeholder groups should describe the nature and level of support and will be considered most relevant in the evaluation of proposals.
- C. Provide detailed evidence how parents and the community were given notice of intent to submit a SIG application. Describe the LEA's plan to support ongoing collaboration efforts and communication with staff, families, and the community.

Step 4 – Individual School(s) Application

Attachment 7– Applicant Cover Sheet for Individual School

Attachment 8- Individual School Strategies 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 4).

Attachment 9 – Individual School Budget – Year 1 2011 – 2012 The Individual School Budget for Year 1 reflects the school level anticipated project costs.

Attachment 9A-School Detailed Budget Summary Breakdown – Year 1 2011 – 2012-Detailed Budget Summary Breakdown The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

Individual School Abstract(s) and Narrative(s) Requirements

- 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.

The School Proposal Abstract and 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, parents, community representatives 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.

Provided below is an outline by section, letter, and number that will assist in sequencing the narrative response. Please organize the narrative response text following the outline, by section and then topic letters. Do Not Exceed 15 pages. The information below must be provided for each school for which the LEA is seeking SIG funding. Provide documentation for each school.

Proposal Abstract: Briefly describe the **school demographics, overall objectives, and activities** related to this grant. Do not exceed 2 pages.

Section I: Narrative & Overview.

- A. Describe how the school's performance data and information gleaned from the Needs Assessment Packet informed the selection of the intervention model for this school and provide the rationale for selecting the identified model.
- B. 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.
- C. List positions, titles, and the names of individuals involved in the oversight of the grant at the school level. Provide official (qualifications/certifications and duties) job descriptions for any newly created positions that are affected by the intervention models selected (e.g., principal, reading coach, intervention specialist, school improvement coordinator, etc.). 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. Describe the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations for student learning.
- 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 when and how school staff will analyze data to make necessary instructional modifications, enhance support services, or identify interventions.
- C. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address how the applicant will ensure equity and access for all students including but not limited to students with disabilities, English language learners, and students in at risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
- D. 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.
- E. 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.
 - F. 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 staff 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.
 - G. Describe how the school communicated its vision and goals to the school staff, families, and the community. Provide details of ongoing, continuous communication with the staff, families, and the community regarding status and progress of school improvement efforts.

Section III: Individual School(s) Completed Needs Assessment. Please include Part I and II with the school application.

Step 5 Program Specifics, Certifications and Assurances

Attachments 10 – 16C - The LEA will read and secure necessary signatures.

Step 6 Post Application Process

ISBE staff will conduct face to face interviews with SIG 1003(g) finalist in order to determine grant awards. Time and date of interviews is yet to be determined.

Directions for Proposal/Application Submission

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 Abstract with Narrative and an Individual School Abstract with Narrative for **each** participating Tier III school.

Proposals with spiral binding or submitted in binders will not be accepted.

Prior to submission, please use the following as a checklist to assemble, in the following order, your completed proposal.

SEQUENCE for ASSEMBLING the SIG APPLICATION

LEA Application

1. **Attachment 1: Application Cover Page** 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. **Attachment 2: Tier III Intervention Model Selection for Schools** Identify each school for which the LEA is seeking funding in the application and the intervention model selected for that school and complete the waiver option.
3. **Attachment 3: Eligible but Not Served Tier III Schools** Identify schools that are eligible to receive the SIG grant, but the LEA is not applying to serve; give the reason for their exclusion
4. **Attachment 4: Annual Improvement Goals and Objectives** Identify specific, measurable, attainable, realistic and time bound (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PSAE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant.
5. **Attachment 5: Three Year Budget** provides a snapshot of LEA and school budgets for Year 1, Year 2 and Year 3.

6. **Attachment 6: LEA Comprehensive Budget-Year 1 2011-2012** This budget combines costs from the LEA budget and all proposed school budgets for FY 2012. If funded proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2013 and FY 2014). 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).
7. **Attachment 6A: LEA Budget – Year 1 2011 – 2012** The LEA Budget for Year 1 reflects the district level anticipated project costs.
8. **Attachment 6B: LEA -Detailed Budget Summary Breakdown – Year 1 2011 – 2012** This budget includes the LEA budget only for FY 2012. If funded proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2013 and FY 2014). 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*).
9. **LEA Abstract**
10. **Part III of the Needs Assessment Packet**
11. **LEA Narrative**

Abstracts and Narratives 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 forms provided.

Individual School(s) Application

12. **Attachment 7: Applicant Cover Sheet for Individual School** Complete this cover sheet for each school for which the LEA is seeking funding.

13. **Attachment 8: Individual School Strategies** Using the identified LEA goals in Attachment 4, describe the strategies the school level team will implement to help the LEA reach the identified goals.
14. **Attachment 9: Individual School Budget – Year 1 2011 – 2012** Prepare a separate budget for each of the participating Tier III schools for FY 2011. If funded 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.
15. **Attachment 9A: School Detailed Budget Summary Breakdown- year 1 2011-2012** The Detailed Budget Summary Breakdown includes expenditure description, itemization and associated costs. Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2012, FY 2013, and FY 2014.
16. **Individual School Abstract(s)**
17. **Individual School Narrative(s)**

Abstracts and Narratives 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;
- Text in the attachments must be typed on the interactive forms provided.

18. **Individual School (s) Needs Assessment** Attach Part I and Part II for each school's application.
19. **LEA/Individual School (s) Letters of Support** Provide letters of support from local school board members, teachers' union representatives, school staff, partnering organizations, and other stakeholder groups.
20. **LEA Certifications and Assurances:** Each LEA applicant is required to submit, one set, of 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.

Attachment 10 Program Specific Terms and Agreements

Attachment 11 Certifications and Assurances and Standard Terms of the Grant

Attachment 12 Certifications and Assurances for the American Recovery and Reinvestment Act of 2009

Attachment 13 General Education Provisions Act (GEPA)

Attachment 14 Certifications Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Attachment 15 Certificate Regarding Lobbying

Attachment 15 A, B, C Disclosure of Lobbying Activities

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

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 A includes the intervention model information.

Section II: Proposed Activities

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 A 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

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

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

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

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

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>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<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 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>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 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>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
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 University	<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 	<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</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
	<p>data system tied to identifying students in need of prevention, intervention and recovery strategies;</p> <p>-A team that works closely with teachers and administrators to provide targeted and intensive supports; and</p> <p>-A team-based organizational structure and collaborative work environment.</p>	<p>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> <p>-Attendance (52% decrease in students with less than 80% attendance);</p> <p>-Behavior (45% decrease in students with three or more negative behavior comments); and</p> <p>-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).</p>
EdisonLearning	<p>EdisonLearning proposes to serve as a national and on-site 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</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</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
	<p>that align to Illinois standards; intensive on-site 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>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 (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.</p> <p>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.</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</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</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
	<p>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>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>
<p>Success For All Foundation, Inc. (SFAF)</p>	<p>SFAF will provide comprehensive turnaround models for target schools through a multi-dimensional 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 over 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. Over 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>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<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>

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 <hr/>

FY 2012 ARRA
School Improvement Grant - Section 1003(g) Tier III
Application Cover Page

INSTRUCTIONS: Submit 1 original, 5 copies, and 1 CD. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL		REGION, COUNTY, DISTRICT, TYPE CODE		DISTRICT NCES I.D. #	
TITLE OF AUTHORIZED OFFICIAL		SIG 1003(g) PROGRAM CONTACT			
DISTRICT NAME AND NUMBER		TITLE OF PROGRAM CONTACT			
ADDRESS (Street, City, State, 9 Digit Zip Code)		ADDRESS (Street, City, State, 9 Digit Zip Code)			
TELEPHONE (Include Area Code)	FAX (Include Area Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)		
E-MAIL		E-MAIL			

2010 DISTRICT FEDERAL ACADEMIC 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/Authorized Official

Date

Original Signature of School Board President

ISBE USE ONLY	
Date Received	_____
	Date

	Original Signature of ISBE Division Administrator, Innovation and Improvement

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Tier III Intervention Model Selection for Schools**

SCHOOL NAME	NCES ID #	INTERVENTION					WAIVERS			LEAD PARTNER	
		Turnaround	Restart	Closure	Transformation	Redesign	STARTING OVER In the school improvement status timeline for Tier III schools implementing a turnaround or restart model	SCHOOLWIDE Implement a schoolwide program in a Tier III school that does not meet the 40 percent poverty eligibility threshold	NOT APPLYING FOR WAIVER	Lead Partner Name	ISBE Approval Status
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Tier III Intervention Model Selection for Schools**

SCHOOL NAME	NCES ID #	INTERVENTION					WAIVERS			LEAD PARTNER	
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement in the identified Tier III schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be Specific, Measurable, Attainable, Realistic, and Time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the "Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

Objective: (1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (2) identify measurable outcomes that align with the selected interventions, (3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (4) identify a target date for completion, and (5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed.

SIG 1003(g) Goal # _____:

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective (Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # _____				
Objective # _____				
Objective # _____				
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DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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SIG 1003(g) Goal # _____:

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
Objective (Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	11.2011 05.2011	School Principal Lead Partner
Objective # _____				
Objective # _____				
Objective # _____				
Objective # _____				

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 2012 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536
LEA Comprehensive Budget – Year 1: 2011-2012
(Includes LEA Budget and All Individual School Budgets)

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

FISCAL YEAR 12	SOURCE OF FUNDS CODE	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									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 (5% limit)									
11	2400	School Administration									December
13	2520	Fiscal Services*									January
15	2540	Operation & Maintenance of Plant Services									
16	2550	Pupil Transportation Services									February
18	2570	Internal Services*									
19	2610	Direction of Central Support Services									March
20	2620	Planning, Research, Development & Evaluation Services									
21	2630	Information Services									April
22	2640	Staff Services*									May
23	2660	Data Processing Services*									
24	2900	Other Support Services									June
25	3000	Community Services									July-August
26	4000	Payments to Other Districts or Government Units									
28	Total Direct Costs										TOTAL
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.

 Date Original Signature of Superintendent/Authorized Official Date Original Signature of ISBE Division Administrator, Innovation & Improvement

Initial Budget Amendment (No. _____) **LEA 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 2012 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

LEA Budget – Year 1: 2011-2012

ISBE USE ONLY	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
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FISCAL YEAR 12	SOURCE OF FUNDS CODE	REGION, COUNTY, DISTRICT, TYPE CODE	SUBMISSION DATE
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 Date Original Signature of Superintendent/Authorized Official Date Original Signature of ISBE Division Administrator, Innovation & Improvement

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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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 February 1, 2011, or receipt of a substantially approvable budget request, whichever is later.

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
LEA DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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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 7

DUE DATE <hr/>

FY 2012 ARRA
School Improvement Grant - Section 1003(g) Tier III
Applicant Cover Page for Individual School

APPLICANT INFORMATION		
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DISTRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT, TYPE CODE	
NAME OF SCHOOL PRINCIPAL		SCHOOL NAME	
ADDRESS (Street, City, State, 9 Digit Zip Code)		TELEPHONE (Include Area Code)	FAX (Include Area Code)
		E-MAIL SCHOOL PRINCIPAL	
SIG 1003(g) PRIMARY CONTACT		TITLE OF SIG 1003(g) PRIMARY CONTACT	
ADDRESS (Street, City, State, 9 Digit Zip Code)		TELEPHONE (Include Area Code)	FAX (Include Area Code)
		E-MAIL PRIMARY CONTACT	

INDIVIDUAL SCHOOL INFORMATION					
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SCHOOL: FEDERAL ACADEMIC STATUS			SCHOOL: STATE ACADEMIC STATUS		
Selected Intervention Model	<input type="checkbox"/> Turnaround	<input type="checkbox"/> Restart	<input type="checkbox"/> Transformation	<input type="checkbox"/> Closure	<input type="checkbox"/> Redesign

INDIVIDUAL SCHOOL LEAD PARTNER		
---------------------------------------	--	--

NAME OF LEAD PARTNER		<input type="checkbox"/> ISBE APPROVED LEAD PARTNER <input type="checkbox"/> NOT APPROVED BY ISBE	
PRIMARY CONTACT		TITLE	
ADDRESS (Street, City, State, 9 Digit Zip Code)		TELEPHONE (Include Area Code)	FAX (Include Area Code)
		E-MAIL	

ISBE USE ONLY	
Date Received	
<hr/> <div style="display: flex; justify-content: space-between;"> Date <i>Original</i> Signature of ISBE Division Administrator, Innovation and Improvement </div>	

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g) Tier III
Individual School Strategies**

SCHOOL NAME	SCHOOL NCES #
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Directions: Identify the school level strategies to be implemented in the identified school based on the LEA goals and objectives for improving student achievement. The strategies must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.). For each strategy, indicate the evidence of improvement, the target date for completion, and the person or position responsible for overseeing that the strategy is completed.

LEA Goal #	LEA Objective #
------------	-----------------

Individual School Strategy	Evidence of Improvement	Target Date for Completion	Responsible Person or Position
Example: LEA Goal #4, LEA Objective #1-2. All school administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson Framework.	<ul style="list-style-type: none"> • Full implementation of five-part lesson plans. • All teachers will demonstrate improvement of performance level on a minimum of five elements within the Charlotte Danielson Framework. 	<ul style="list-style-type: none"> • August 2011 • November 2011 	<ul style="list-style-type: none"> • Instructional Coaches • Principal
Strategy # _____			

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g) Tier III
Individual School Strategies**

SCHOOL NAME	SCHOOL NCES #
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Strategy # _____			

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**FY 2012 ARRA School Improvement Grant - Section 1003(g) Tier III
Individual School Strategies**

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

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
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FY 2012 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
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Individual School Budget – Year 1: 2011-2012

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FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012**

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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)	

FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012

SCHOOL NAME	DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	DISTRICT NCES #	SOURCE OF FUNDS CODE
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FY 2012 ARRA School Improvement Grant - Section 1003(g)
INDIVIDUAL SCHOOL DETAILED BUDGET SUMMARY BREAKDOWN – Year 1: 2011-2012

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Innovation and Improvement Division
100 North First Street, N-242
Springfield, Illinois 62777-0001

FY 2012 ARRA
School Improvement Grant – Section 1003(g)
Program-Specific Terms and Agreements for Tier III Schools

The applicant agrees to the following terms of the grant:

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier III school that the LEA commits to serve consistent with the final requirements published by the United States Department of Education (ED);
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements published by the United States Department of Education <http://www2.ed.gov/programs/sif/faq.html> in order to monitor each Tier III school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. Implement a new 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 no later than the start of the 2012-13 school year. The evaluation system should fairly and accurately differentiate teachers and identify and reward effective performance; and identify and address ineffective performance;
4. Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements <http://www2.ed.gov/programs/sif/faq.html> if it implements a restart model in a Tier III school;
5. Establish a three year budget for each school identified in the application that does not exceed \$2 million per year. Ensure that funds are spent by June 30th of each year of the award, and there is no carryover of funds into the second and third year of the grant.
6. Report to ISBE the school-level data required under section III of the ED 1003(g) final requirements <http://www2.ed.gov/programs/sif/faq.html>;
7. Participate in any program related evaluations or studies required for participation in this grant;
8. Report other program information required by the ISBE or ED.
9. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter;
10. Not subcontract with any entity without prior written approval of the State Superintendent of Education. See item 7 of the Certifications and Assurances and Standard Terms of the Grant for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant;
11. Contact ISBE for approval to discontinue a contract with a Lead Partner or other approved subcontractor;
12. Contact ISBE for approval to add a new or different Lead Partner.
13. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function code 2300, Fiscal Services - function code 2520, and Payments to Other Districts or Governmental Units - function code 4000.
14. Ensure that full implementation of the selected model occurs in the 2011-2012 school year and that no SIG 1003(g) funds are used for planning activities.

Name of Applicant or Entity

By: _____
Date Original Signature of Authorized Official Title

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. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. 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.

16. 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.
17. 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

18. 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

19. 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

20. 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

21. 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

22. 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)).
23. 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.
 24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
 25. 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).
 26. 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.
 27. 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.
 28. 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.
 29. 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.
 30. 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.
 31. 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.).
 32. 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.
 33. 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.
 34. 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.
35. 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

36. 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)

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 or Project Name
Name of Authorized Representative	Title
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 Number or Project Name
Name of Authorized Representative	Title
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
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



Illinois State Board of Education

Weekly Message

Jesse H. Ruiz, Chairman
 Dr. Christopher J. Ward, Vice Chair
 Dr. Vinni M. Hall, Board Secretary
 James W. Baumann
 Dr. Andrea S. Brown
 David L. Fields
 Steven R. Gilford
 Lanita Koster
 Melinda A. LaBarre

Christopher A. Koch, Ed.D.
 State Superintendent

Jan. 24, 2011

Message From State Superintendent Christopher A. Koch

This weekend I had the opportunity to meet with other state superintendents to discuss our shared priorities during the upcoming Congressional session. The past few years have been an incredible time of change in education across the nation and the climate for reform continues to intensify. We know there will continue to be calls for new and more expansive reforms and I think we all agree that it's better to be a part of driving that reform than to have those reforms imposed upon us without any input.

Our main goal this year on the federal level will be to improve and reauthorize the Elementary and Secondary Education Act (ESEA). While we are hopeful this is possible, given the bi-partisan support education receives in Congress, we must also be cognizant of political factors that may derail reauthorization. To that end, as a secondary strategy, we are also planning on pursuing expanded "waiver" authority that can be granted to the states under ESEA so that we can effectively implement growth models and make other necessary changes to our system of accountability.

Our discussions around a newly reauthorized ESEA are not so much to focus on minor tweaks to reduce the punitive nature of the law, but rather to focus on a new state-federal policy for shared accountability. We need to move away from a one-size-fits-all approach that focuses solely on snapshots in time and instead move towards an accountability system that prepares all students to succeed after high school, no matter what their post-secondary plans may be. Congress should provide states and local districts with more flexibility to improve student growth and close achievement gaps. We need to focus on a system that promotes and rewards innovation, improving school and classroom leadership. Every child deserves a quality education.

As we pursue a new and improved ESEA, we will also be working with federal policy makers to provide states with additional authority to pursue innovative measures through flexibilities already encompassed in law. The U.S. Department of Education has the ability to provide states with "waivers" to pursue more educationally sound reform measures that move beyond the confines of the law that enhance student growth. It's not a matter of letting states "opt out" of certain requirements, but rather a thoughtful system that requires peer review and approval by the Secretary.

We believe there are other, better ways to measure student growth and progress than those currently outlined in No Child Left Behind. We also believe that either through a new, reauthorized ESEA or through the waiver process that the U.S. Department of Education has the authority to exercise, we need to move forward with accountability systems that are more educationally sound and reward innovation.

As we continue to move forward towards reauthorization, I look forward to hearing about possible ways to address changes to accountability. We do have information from many responders to our statewide survey on the Elementary

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and Secondary Education Act earlier this year. I will be seeking additional guidance from statewide stakeholder groups as our work progresses.

Have a great week.

Chris

Upcoming Dates and Deadlines

- **Receipt deadline for ordering PSAE Day 1 ACT-Approved accommodations test materials** – Jan. 27
- **Deadline for ordering PSAE Day 2 standard time and accommodations test materials** – Jan. 28
- **Illinois New Teacher Collaborative Induction and Mentoring Conference registration deadline** – Jan. 31
- **2010-11 Teacher Salary Study Form deadline** – Feb. 1
- **2010-11 Noncertified Staff Salary Study deadline** – Feb. 1
- **Econ Illinois' Illinois Personal Finance challenge registration deadline** – Feb. 1
- **Econ Illinois' Economics Challenge registration deadline** – Feb. 1
- **School Employee Wellness Program Grant application deadline** – Feb. 1
- **Mathematics and the Common Core: Helping Illinois Educators Prepare for New Standards conference in Chicago** – Feb. 16
- **Part 151 (School Construction Program)** – Public comment period ends Feb. 18.
- **Registration deadline for Econ Illinois' The Stock Market Game** – Feb. 18
- **PSAE Pre-ID labels sent to ACT for printing** – Feb. 25
- **Illinois New Teacher Collaborative's Induction and Mentoring Conference in Springfield** – March 1-2
- **Receipt deadline for ordering PSAE Day 1 State-Allowed accommodations test materials** – March 11
- **Part 226 (Special Education)** – Public comment period ends March 16
- **Illinois Young Authors' Conference** – May 21
- **2010-11 Eye Examination Data Collection deadline** – June 30

Funding and Disbursement Services

FY 2012 Districts Eligible for Alternate PTELL Adjustment

Per the requirements of Public Act 96-0152, school districts that receive voter approval for an increase to their limiting rate are subject to an alternate adjustment in General State Aid (GSA) calculations. For such districts, the Equalized Assessed Value used in GSA calculations is the lesser of the real EAV for that district or the EAV used in the prior year's GSA calculations, multiplied by 1 + Consumer Price Index, + New Property EAV + Annexed Property EAV + Recovered TIF EAV – Disconnection EAV. The table provided lists all districts known at this time to be eligible for this adjustment in FY 2012 GSA calculations. The EAV values as reported by the appropriate County Clerk are listed in each of the four categories.

We are asking that school districts listed at the link http://www.isbe.net/funding/pdf/alt_PTELL_adj_elig_dist12.pdf verify the effective years of the limiting rate

increase and also the EAV amounts listed in the four categories. We also ask that any district that believes it qualifies for this adjustment – having a voter-approved limiting rate increase in effect for the 2009 tax year – but does not find itself listed, please contact ISBE and report this information. You may contact Jason Hall at jhall@isbe.net or 217-782-0249 or Jim Mathes at jmathes@isbe.net or 217-782-5256 if you have any questions or wish to report a correction to the data provided. Thank you for your attention to this matter.

New Census Estimates Released for FY 2012 Title I Low Income

The U.S. Department of Education has released the Small Area Income and Poverty Estimates (SAIPE) for income year 2009. These estimates will be used to calculate FY12 Title I Allocations. A file of 2009 Poverty Data, by Local Education Agency (LEA), is provided in an alphabetical listing of LEAs, Poverty Count, 5-17 Population, Poverty Percentage and Total Population at http://www.isbe.net/funding/excel/FY12title_I_prelim_elig.xlsx.

With this data, LEAs can determine their potential eligibility for Basic, Concentration, Targeted and Education Finance Incentive Grants (EFIG).

Basic Grant eligibility: An LEA must have at least 10 poverty children and the number of poverty children must be greater than 2 percent of the LEA population of children ages 5-17.

Concentration Grant eligibility: An LEA must have at least 6,500 poverty children or the number of those children exceeds 15 percent of the total 5-17 population.

Targeted and EFIG grant qualifications: An LEA must have at least 10 poverty children and that number must be at least 5 percent of the 5-17 population.

The following link to the Census Bureau, <http://www.census.gov/did/www/saipe/index.html>, provides various aspects of the SAIPE count. We will be using the 2009 data to calculate SY 2011-12 Title I, Part A allocations because they are the most recent available data.

Superintendents, business managers and Title I directors should carefully examine the data for their LEA as this will be the first indication as to whether your LEA may be gaining or losing in eligibility for Title I funds in FY11. ISBE neither controls nor generates the data.

Note that this preliminary data does not include other non-census information, such as foster, neglected or delinquent counts that may be used to calculate Title I allocations.

If you have questions on the information provided in this message, please contact Sally Cray at scray@isbe.net or Kim Lewis at kewis@isbe.net in the Division of Funding and Disbursement Services at 217-782-5256.

2012 Federal Grants – Reimbursement Policy Change Webinar Posted Online

On Jan. 13, 2011, the Division of Funding and Disbursements conducted a webinar to explain the cash management changes that will be implemented for FY 2012 Federal grants. For those that were unable to attend the webinar, it is posted and can be viewed on the Division of Funding and Disbursements web page at <http://www.isbe.net/funding/default.htm> under “Current News.”

If you have further questions, please contact Kim Lewis at kewis@isbe.net or Sally Cray at scray@isbe.net at 217-782-5256.

Federal Interest Income – Quarterly Reminder

The Code of Federal Regulations, Title 34-Education, Part 80 Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Subpart C-Post Award Requirements, Section 80.21 Payment, requires grantees and subgrantees to promptly, but at least quarterly, remit interest earned on advances to the appropriate federal agency. The grantee or subgrantee may keep interest amounts up to \$100 per year for administrative purposes.

To ensure compliance with federal administrative requirements, local education agency fiscal officials should develop internal controls and a sound methodology to calculate and return, at least quarterly, interest earned in excess of \$100 on federal program funds. Interest calculation methodologies must be based on actual, not estimated, interest earnings on federal funds. Further details as to how federal interest should be calculated and remitted can be found on pages 7-9 of the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures which can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.

Interest should be returned using the following guidelines:

- Checks for interest earned should be made payable to the Illinois State Board of Education.
- Checks should not include the return of unexpended disbursements from the Illinois State Board of Education. Even though unexpended disbursements and interest payments are made payable to the Illinois State Board of Education, separate checks should be issued for both.
- Checks should be accompanied by a statement identifying the program and the program year from which the interest was earned.

All checks must be mailed to: Illinois State Board of Education, Funding and Disbursements Services Division (E-320), 100 N. First St., Springfield, IL 62777-0001.

Innovation and Improvement

Lead Partner RFSP Release for FY 2012 School Improvement Grants

The Innovation and Improvement Division is seeking applications for entities to serve as an Illinois State Board of Education approved Lead Partner to offer services and programs designed to assist school districts [local educational agencies (LEA)] with school improvement efforts in Illinois' persistently lowest schools.

The Lead Partner RFSP is available at the Illinois Procurement Board (<http://www.purchase.state.il.us>) under the Illinois BID link. The reference number is 22020656: SBE – Lead Partners to Support District and School Improvement Efforts. Registration is necessary to download the document. Complete Lead Partner applications are due by 4 p.m. Feb. 25, 2011. Questions related to the RFSP are to be directed to Tricia Leezer at tleezer@isbe.net.

A Bidders Webinar will be conducted on Thursday, Feb. 3, 2011, from 1 to 3 p.m. CST to discuss the FY 2012 SIG 1003(g) Lead Partner RFSP and answer questions from potential applicants. Pre-registration is required at <https://www1.gotomeeting.com/register/580311904>.

Institutions of higher education, community-based organizations, not-for-profit or for-profit entities are eligible to apply provided they have evidence of their demonstrated record of success in supporting academically underperforming schools and districts and demonstrate the qualifications defined in the RFSP. The successful bidders for this solicitation may be contracted for these services in one of two ways:

- Directly by an LEA that has successfully competed for a School Improvement Grant pursuant to Title I, Section 1003(g) of the Elementary and Secondary Act of 1965 or;
- Directly with ISBE to support LEA activities or as part of a direct state intervention. This work will include working with ISBE, the LEA, and the school.

A separate Request for Proposals (RFP) will be used to identify LEAs with eligible Tier I and Tier II schools that will receive Section 1003(g) School Improvement Grants [SIG 1003(g)] in spring 2011 for FY 2012. Detailed information on the SIG 1003(g) grants, including the list of eligible LEAs and schools, access to the USDE SIG Federal Guidance (11//10), and school improvement

resources, are available on the ISBE School Improvement Grant web page at http://www.isbe.net/sos/htmls/sip_1003.htm.

Should you have any questions related to the Bidders Webinar for the Lead Partner RFSP or the FY 2012 SIG 1003(g) grant, contact Marti Woelfle at mwoelfle@isbe.net or 217-524-4832.

ISBE Requests Waivers Regarding School Improvement Grants Rules

As part of the School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), the Illinois State Board of Education is applying for the following waiver that will be applicable to those local education agencies (LEAs or districts) and schools that apply for and are approved for the competitive subgrants. The State believes that the requested waivers will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II and Tier III.

In order to enable the State to generate new lists of Tier I, Tier II and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A. 3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.I (b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

The final requirements for the School Improvement Grants are published in the October 2010 notice of the Federal Register. If additional waivers are prepared, we will include a notification in the Weekly Message. Please send any comments or questions on this matter to nclb@isbe.net by Jan. 31, 2011.

Grant Readers Request for Illinois FY 2012 School Improvement Grants

The Illinois State Board of Education's Innovation and Improvement Division is seeking grant readers for the

FY 2012 School Improvement Grant (SIG) – Section 1003(g) competition. Selected candidates must participate in web-based trainings on the SIG 1003(g) requirements and Illinois' application assessment process prior to receipt of the district/school applications. ISBE anticipates that readers will need to devote approximately 100 hours to this process over a two to three week period in late March/early April 2011. Readers will complete the review process and submit their scoring results electronically. Following the individual application reviews, readers must attend one face-to-face consensus meeting in Illinois.

Required Qualifications and Skills: A minimum of four years in the field of education. Candidates must have knowledge about turning around low performing schools, high school administrative/teaching experience and familiarity with the SIG grant requirements. Applicants with work experience in low-performing schools that were effectively turned around are preferred.

Compensation: ISBE will issue a \$4,200 honorarium to readers selected for their service and a maximum of \$800 approvable travel reimbursement based on Illinois state guidelines (transportation, hotel and per diem).

Contact Information: Interested candidates should e-mail Marti Woelfle at mwoelfle@isbe.net to receive the required grant reader application documents.

Apply for the Advisory Council on the Education of Gifted and Talented Children

The Advisory Council on the Education of Gifted and Talented Children is seeking members to fill four positions. The role of the council is to provide ISBE advice regarding all rules and policies to be adopted by the State Board relating to the education of gifted and talented children. The council meets three times a year.

To apply to be a member, send a letter of application along with your resume/curriculum vitae to the Illinois State Board of Education 100 N. First St. N-242, Springfield, IL 62777.

An applicant can be from organizations of educators and parents of gifted and talented and other groups with an interest in education of gifted and talented children. The members appointed shall be residents of Illinois and will be selected on the basis of their knowledge of or experience in programs and problems of the education of gifted and talented children.

Applications are due Feb. 4, 2011. For more information, contact Marci Johnson at marjohns@isbe.net.

Nutrition

Applications Available for the Summer Food Service Program

The Summer Food Service Program (SFSP) is designed to provide nutritious meals during the summer months to children from areas where at least 50 percent are eligible for free or reduced-priced meals during the school year through the National School Lunch and School Breakfast Programs. Does your area meet the above criteria? If so, consider becoming a sponsor to help bridge the gap for the children in your community. All sponsors will be required to submit the program application and monthly claims for reimbursement through the Illinois State Board of Education's Web Application Security (IWAS).

If the responsibilities of sponsorship of the SFSP are not possible, you can still participate in the program by operating a site, being a vendor or volunteering your time. Visit our website at <http://www.isbe.net/nutrition/htmls/summer.htm> to learn more about this vital program and how you can help.

Training workshops for the Summer Food Service Program will be held at the locations listed below for organizations interested in sponsoring the SFSP during the summer of 2011. Current sponsors can attend either the new sponsor training or the current sponsor trainings. Visit the web site above for workshop details, locations, times and registration.

SFSP New Sponsor Training Schedule

- March 15, 2011, in Marion (Williamson County Pavilion)
- March 16, 2011, in Fairview Heights (Four Points Sheraton)
- March 30, 2011, in Alsip (Doubletree)
- April 7, 2011, in Bloomington (Parke Hotel and Conference Center)
- April 13, 2011, in Rockford (Hilton Garden Inn)
- April 14, 2011, in Galesburg (Best Western Prairie Inn)
- May 11, 2011, in Chicago (Midway Four Points Sheraton)
- May 25, 2011, in Springfield (IEA Professional Development Center)

The training sessions are designed to provide a complete overview of the SFSP including ISBE's internet-based

program application and claim system. All new sponsors are required to attend one of the trainings above.

SFSP Current Sponsor Training Schedule

- March 17, 2011, in Fairview Heights
- March 31, 2011, in Alsip
- May 12, 2011, in Chicago

For additional information, contact Amy Bianco or Deb Collins in the Nutrition Programs Division at 800-545-7892 or e-mail abianco@isbe.net or dcollins@isbe.net.

School Employee Wellness Program Grant Application Deadline Feb. 1

If your district and/or schools offer a school employee wellness program, consider applying for the Directors of Health Promotion and Education (DHPE) awards program. The program recognizes schools and school districts that demonstrate commitment to the health of their employees by implementing school employee wellness programs.

All applications and supporting materials must be postmarked by Feb. 1. Electronic submissions will be accepted. Learn more about the grant opportunity and listen to the archived webinar at <http://www.schoolempwell.org/c/awards.web?nocache@1+s@emgtaMNHNoW>.

Illinois School Purchasing Network

Local Office Supply Dealers Announce Deal With Purchasing Cooperative

Local business products dealers announced that their buying cooperative, Independent Stationers Inc. (doing business as is.group), was awarded the U.S. Communities Government Purchasing Alliance office supplies contract (replacing Office Depot), which will be available to all public agencies across the country. The contract was awarded by the County of Los Angeles and will be administered by U.S. Communities. U.S. Communities is a national government purchasing cooperative. Independent Stationers, comprised of more than 290 independent business products dealers, was the only supplier awarded this contract.

This contract offers public agencies lower pricing, exceptional customer service, a robust online ordering solution, as well as personal local representation by local dealers in your area. It offers over 27,000 office supplies

that are available for free next-day desk top or dock delivery. Below is a list of Illinois dealers.

- Rogard's Office Plus, PO Box 1280, Champaign, IL 61824; 217-359-1795
- Egyptian Stationers, 107 W. Main St., Belleville, IL 62220; 618-234-2323
- Office Plus of Lake County, PO Box 8758, Waukegan IL 60079; 847-662-5393
- Source One Office Products, 380 Production Drive, South Elgin, IL 60177; 847-429-9999
- Park Ridge Stationers, PO Box 478, Park Ridge, IL 60068; 847-298-6600
- Mid-City Office Products, PO Box 2758, Rockford, IL 61132; 815-633-6789
- Modern Office Interiors, 538 W. Fifth St. Naperville, IL 60568; 630-754-0030
- Warehouse Direct, 1601 W. Algonquin Road, Mount Prospect, IL 60056; 847-952-1925

For more information is available at <http://www.uscommunities.org/isg/> or by calling Sherri Sullivan at 217-785-8777.

Early Childhood

Support and Technical Assistance Regional Network Request for Proposals

ISBE has issued a Request for Proposals (RFP) titled "Support and Technical Assistance Regional Network (STAR NET)." As detailed in the RFP (see link below), STAR NET provides training and technical assistance to local education agencies and special education cooperatives in an effort to improve educational outcomes for young children with disabilities.

The RFP and application forms are posted at http://www.isbe.net/funding_opps/htmls/rfp.htm. Applications must be received by ISBE no later than March 4, 2011. For questions about the RFP, please contact Pamela Reising Rechner at 217-524-4835 or preising@isbe.net.

Department of Public Health

Heartsaver AED Fund Grant Applications Now Available

The General Assembly has appropriated \$100,000 for the Heartsaver AED Fund Grant. The grant program will provide matching funds for AEDs to any school, public park district, municipal recreation department, conservation district, forest preserve district, college or

university in Illinois. The application and guidance are available at <http://www.idph.state.il.us/fundop.htm#aed>.

Awards will be made to qualified applicants who demonstrate they have the funds to pay 50 percent of the costs of the AEDs for which the matching grant moneys are sought as that cost is determined by the State Master Contract. Deadline for submission of applications to the Division of EMS and Highway Safety is by close of business Feb. 14, 2011. All applications must be made on department-approved forms. Only mailed applications will be accepted. Grants will be limited to one unit per recipient. All AEDs purchased between July 1, 2010, and June 30, 2011, will qualify for the grant.

Completed applications should be submitted to: Paula Atteberry, RN, BSN, Division of Emergency Medical Services and Highway Safety, Illinois Department of Public Health, 422 S. Fifth St., Third Floor, Springfield, IL 62701. Applications can also be requested at the same address.

Special Education Services

Request for Proposals for Illinois RtI Network

In October 2010, ISBE received a five-year grant award under the federal State Personnel Development Grant program to implement the Illinois Response to Intervention Network, or I-RtI Network. In order to establish and carry out this project, ISBE has issued a Request for Proposals (RFP) titled “State Personnel Development Grant: Illinois RtI Network.” As detailed in the RFP (see link below), the I-RtI Network will provide regionally-based professional development, technical assistance and coaching to educators and parents throughout the state. These services will focus on improving student performance in grades K-12 through the implementation of a multi-tiered system of instruction, intervention and assessment, with an emphasis on administrative leadership; scientific, research-based reading and math curricula and instruction at grades K-12; data-based decision making; universal screening and progress monitoring; and parent involvement.

The RFP, application forms and other pertinent materials are posted at http://www.isbe.net/spec-ed/html/grant_info.htm. Applications must be received by ISBE no later than Feb. 25, 2011. Questions about the RFP may be submitted to the Online Bidders’ Forum at

rtirfp@isbe.net (preferred) or by contacting Kathryn Cox at 217-782-5589.

Educator and School Development

Sixth Annual INTC Induction and Mentoring Conference Coming Up

Registration closes Jan. 31 for the sixth annual Illinois New Teacher Collaborative Induction and Mentoring Conference.

The statewide conference for educators, which is set for March 1-2 in Springfield, is titled “Continuing the Continuum.” The conference will examine the use of the Illinois Induction Program Continuum in new teacher induction and mentoring programs. The Continuum was unveiled at last year’s conference.

More information and registration are available at <http://intc.education.illinois.edu/conference>. Questions? Contact Nancy Johnson at njohnsn@illinois.edu or 217-244-3166.

Rules and Waivers

Notice of Completed Rulemaking

Please be advised that a set of amendments recently adopted by the Illinois State Board of Education is now in effect. These rules have been posted on the agency’s website at <http://www.isbe.net/rules>. Please choose “Rules Currently in Effect” and scroll to Part 1.

Part 1 (Public Schools Evaluation, Recognition and Supervision)

Amends provisions addressing annual measurable achievement objections for English language learners, the Student Information System and participation of nonpublic schools, teacher evaluations, and qualifications for bilingual education teachers (for both transitional bilingual education programs and transitional programs of instruction)

Affected Section: 1.75, 1.88, 1.100, 1.320, 1.780, 1.781, and 1.782

Effective Date: Jan. 3, 2011

Invitation to Comment on Rules

A proposed rulemaking recently reviewed by the Illinois State Board of Education is available for public comment. The proposal has been posted on the agency’s

website at <http://www.isbe.net/rules>; choose “Proposed Rules and Amendments.” Please submit any comments or suggestions to rules@isbe.net.

Part 226 (Special Education)

Sets the qualifications for qualified workers and noncertified employees for which reimbursement may be requested under Section 14-13.01 of the School Code, as per P.A. 96-257, effective August 11, 2009.

Deadline for Public Comment: March 16

Illinois EPA

Governor’s Green Youth Awards to Recognize Environmental Projects

Illinois Environmental Protection Agency Director Doug Scott is encouraging Illinois youth to apply for the annual Governor’s Green Youth Awards. The program recognizes outstanding environmental protection projects created by Illinois students.

Classrooms or individual students currently enrolled in K-12 school, Scouts, 4-H or others, and who have participated in an environmental project started no earlier than 2009 are eligible for the award.

The project must involve one or more of the following categories: waste reduction; prevention/reduction of pollution in the air (climate change/global warming), land or water; restoration, preservation or enhancement of natural areas; and energy or water efficiency.

An application and additional information about the program are available from the Illinois EPA website at <http://www.epa.state.il.us/green-youth/index.html> or by calling Deirdre McQuillen at 217-558-0073 or e-mailing deirdre.mcquillen@illinois.gov. The deadline for applications is Friday, March 18, 2011.

An awards ceremony will be held April 21 at the Abraham Lincoln Presidential Library and Museum in Springfield. Winners will receive a ticket to the museum.

U.S. Department of Education

Series of National Conversations on English Learner Education Scheduled

The Office of English Language Acquisition (<http://www2.ed.gov/about/offices/list/oela/index.html>) announced a series of National Conversations on English Learner Education.

Across several weeks, these stakeholder conversations will be held in six locations: (three primary locations, including Dallas, Feb. 10-11; Los Angeles, March 7-8; and New York City, April 11-12; with secondary satellite locations for each event in Chicago, Feb. 10-11; Seattle, March 7-8; and Charlotte, N.C., April 11-12). Visit <http://www.ncela.gwu.edu/meetings/2011elconversation/> for more information.

The main goal is to bring together key stakeholders (practitioners, parents and researchers) to engage in a dialogue on how to achieve a quality English Learner education for the 21st century.

Download the save-the-date flyer at http://www.ncela.gwu.edu/files/uploads/24/ELC_save-the-date.pdf.

For inquiries, contact askncela@gwu.edu or call 800-321-6223.

Curriculum and Instruction

Lincoln Inaugural Sesquicentennial Event Set for March 4 in Chicago

The Union League Club of Chicago will host the Lincoln Inaugural Sesquicentennial on from 9 a.m. to 5 p.m. Friday, March 4. The event celebrates the 150th anniversary of Abraham Lincoln’s inauguration as president of the United States and brings together Lincoln scholars from across the country.

Some of the speakers include Thomas F. Schwartz, chief historian for exhibits and content at the Abraham Lincoln Presidential Museum and director of research and the Lincoln Collection at the presidential library; Michael Burlingame, author of “Abraham Lincoln: A Life”; and David Zarefsky, author of “Lincoln, Douglas and Slavery: In the Crucible of Public Debate.”

This event is presented in partnership with the Abraham Lincoln Presidential Library and Museum, Chicago History Museum, Chicago Public Library, Civil War Round Table of Chicago, Lincoln Academy of Illinois, Newberry Library and Pritzker Military Library.

Attendance for all sessions, including a luncheon, costs \$45. Visit <http://www.ulcc.org/files/Lincoln.pdf> for complete details.

History Teacher of the Year Award Nominations Sought

The Gilder Lehrman Institute of American History is seeking nominations for the annual \$10,000 National History Teacher of the Year Award, given to the best American history teacher in the United States. The National History Teacher of the Year is chosen from outstanding history teachers in each state, district and U.S. territory. The award is sponsored by the Gilder Lehrman Institute, Preserve America and the History Channel.

Nominations for the National History Teacher of the Year can be made by a student, parent, colleague, supervisor (including department head, principal, superintendent or curriculum director) or other education professional familiar with the teacher's work. State winners receive \$1,000 and an archive of books and other resources for their school. Each winner is honored in a ceremony in his or her home state.

In 2011, the Gilder Lehrman Institute will honor an elementary teacher of grades K-6. Middle and high school teachers are honored every other year.

To nominate a teacher and learn more about the award, visit <http://www.gilderlehrman.org/nhtoy> or contact the Gilder Lehrman National History Teacher of the Year coordinator at nhtoy@gilderlehrman.org or 646-366-9666. You can also contact your state coordinator, Mike Hatfill of the Illinois State Board of Education, at 217-557-7323 or dhatfill@isbe.net.

The nomination deadline is Feb. 1, 2011.

Black History Month

Museum to Host 'Race, Freedom and Equality: From Lincoln to the Present Day'

The Abraham Lincoln Presidential Library and Museum in Springfield will host Charles R. Branham on Tuesday, Feb. 15, for a presentation on "Race, Freedom and Equality: From Lincoln to the Present Day."

Branham will address such questions as "Should Lincoln get all the credit he receives for freedom and equality?" and "Was Lincoln forced by military necessity to issue the Emancipation Proclamation?"

Branham, who earned his Ph.D. in history from the University of Chicago, won an Emmy Award as the

writer, co-producer and host of "The Black Experience," the first nationally televised series on African American history. He is the senior historian at the DuSable Museum of Afro-American History and has been a professor of history at various colleges in Chicago, including the University of Illinois at Chicago, where he received the Silver Circle Excellence in Teaching Award.

The event is set for 7 p.m. at the Union Theater in the Abraham Lincoln Presidential Museum. The event is free but reservations are required. Call 217-558-8934.

Classroom Opportunities

National Park Foundation Offers Electronic Field Trip

The National Park Foundation will air its next Electronic Field Trip, "Sea Change: Gulf Islands National Seashore," on Tuesday, March 1, 2011. Two live shows, one at 9 a.m. and another at noon, will look at the science of understanding change as seen daily on the barrier islands of Gulf Islands National Seashore and in how the recent oil spill has impacted wildlife and the habitat.

The show is targeted toward students in fourth through eighth grades. Lesson plans for classroom use and interactive games for youth will be available online. Visit <http://www.nationalparks.org/npf-at-work/our-programs/electronic-field-trip/> for more information and to register.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at <http://www.isbe.net/hr/Default.htm>.

In the News

Weekly News Clips

ISBE has posted highlights from last week's education news clips at

<http://www.isbe.net/news/2011/newsclips/110124.htm>.

From: NCLB Consolidated Application [iwas@isbe.net]
Sent: Wednesday, January 19, 2011 10:21 AM
To: CHISM MONIQUE
Subject: ISBE Waiver to LEAs or Districts and Schools
Regarding Competitive Subgrants

Importance: High

Dear Monique,

As part of the School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), the Illinois State Board of Education (ISBE) is applying for the following waiver that will be applicable to those local education agencies (LEAs or districts) and schools that apply for and are approved for the competitive subgrants. The State believes that the requested waivers will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III.

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A. 3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.I (b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

The final requirements for the School Improvement Grants are published in the October 2010 notice of the [Federal Register](#) if additional waivers are prepared, we will include a notification in the Superintendents Bulletin. Please send any comments or questions on this matter to nclb@isbe.net by January 31, 2010.

Please do not reply to this message. Because this message has been automatically generated, your reply will not receive attention.

If you require technical assistance, after reviewing the online help, please contact our Call Center at 217-558-3600 during our business hours: Monday - Friday, 7:00 AM - 4:30 PM.

You may access your account by visiting : <https://sec1.isbe.net/iwas>



Nov. 23, 2010

Message From State Superintendent Christopher A. Koch

This past weekend I attended the fall policy meeting of the Council of Chief State School Officers (CCSSO). Much of the weekend was devoted to discussing Elementary and Secondary Education Act Reauthorization, moving forward with implementing new standards and the development of new assessments. Bill Gates addressed the chiefs on Friday and discussed his interest in working with education now and in the future. You may watch his speech at the following link: <http://sites.kzoinnovations.com/ccssoapf2010/>.

At the meeting, I was elected to be President of the CCSSO. This will be in addition to my duties as State Superintendent and the term is only for one year. It will mean some additional effort, but I believe the extra time it may take will benefit our students.

This is a critical time for education, with reforms occurring on the national and state levels at a pace that I have never seen before, and not sure we will ever see again. I believe that our best chance at seeing any change to NCLB will be during the next 12 months. If it doesn't occur, then we move into another Presidential election cycle and the likelihood that the Congress will act upon reauthorization will be dim.

I believe it's in our state's best interest to have Illinois sitting at the table as it is set for reauthorization. CCSSO has taken on a greater importance on the national level in the development of the Common Core Standards and having Illinois in a leadership position within that organization will allow us to better articulate our agenda for meaningful flexibility, reducing the punitive nature of NCLB and moving more toward rewarding schools that are showing growth.

I know this is a busy week for all of you as you prepare to shutdown school for the long holiday weekend, host a turkey tourney or maybe go to the state football championships. Whatever you're doing, I hope you're able to enjoy some time with family and friends.

Happy Thanksgiving!

Chris

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Upcoming Dates and Deadlines

- **FY11 NCLB Monitoring Instrument** – Nov. 30
- **FY11 NCLB Title I Comparability Analysis** – Nov. 30
- **Part 25 (Certification)** – Public comment period ends Dec. 6
- **Last day for filing the Annual Statement of Affairs (ISBE form 50-37) to ISBE** – Dec. 15
- **2010-11 Teacher Service Record data deadline** – Dec. 15

- **National School Lunch and National School Breakfast verification summary report submission deadline** – Dec. 15
- **Part 228 (Transitional Bilingual Education), Part 235 (Early Childhood Block Grant), and Part 575 (School Technology Program)** – Public comment period ends Dec. 27
- **2010-2011 Nonpublic Registration, Enrollment, and Staff Report deadline** – Dec. 31
- **Local policy based on the Guidelines for Managing Life-Threatening Food Allergies submission deadline** – Jan. 1
- **Postmark deadline for waiver applications to be considered by the General Assembly in Spring 2011** – Jan. 7
- **HealthierUS School Challenge (HUSSC) mini-grant application deadline (www.kidseatwell.org)** – Jan. 14
- **2010-11 Teacher Salary Study Form deadline** – Feb. 1
- **2010-11 Noncertified Staff Salary Study deadline** – Feb. 1
- **Illinois New Teacher Collaborative’s Induction and Mentoring Conference in Springfield** – March 1-2
- **Illinois Young Authors’ Conference** – May 21
- **2010-11 Eye Examination Data Collection deadline** – June 30

Department of Public Health

Important Public Health Notice Issued Regarding Norovirus

The Illinois Department of Public Health (IDPH) has noted a marked increase in the number of reported outbreaks of Norovirus in schools and daycare facilities this fall. The Norovirus is a very contagious acute gastrointestinal virus characterized by diarrhea, vomiting, and stomach pain.

IDPH has released guidance concerning limiting the spread of the virus and exclusion recommendations for children and staff in schools and daycare facilities. The guidance is posted on the Illinois State Board of Education’s website and can be accessed directly at <http://www.isbe.net/esd/pdf/Norovirus.pdf>.

Innovation and Improvement

ISBE Applies for Waivers Regarding FY 2011 School Improvement Grants

As part of the FY 2011 School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), ISBE is applying for the following waivers that will be applicable to those local education agencies (LEAs or districts) and schools that apply for and are approved for the competitive subgrants. The State believes that the requested waivers will increase its ability to implement the SIG program effectively.

Waiver 4: School Improvement timeline waiver

Would permit LEAs to allow their Tier I, Tier II and Tier III Title I participating schools that will fully implement

a turnaround or restart model beginning in the 2011-2012 school year to “star over” in the school improvement timeline.

Waiver 5: Schoolwide program waiver

Would permit LEAs to implement a Schoolwide program in a Tier I, Tier II and Tier III Title I participating school that does not meet the poverty threshold and if fully implement one of the four school intervention models.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Would extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to Sept. 30, 2014.

If additional waivers are prepared, we will post them on the website and include a notification in the Weekly Message. Please send any questions or concerns on this matter to nclb@isbe.net.

External Assurance

NCLB Monitoring Instrument and NCLB Title I Comparability

This is a reminder that the FY11 NCLB Monitoring Instrument and Title I Comparability are due Tuesday, Nov. 30. All districts receiving NCLB funding are required to submit the documents every year.

The Title I Comparability analysis will load your previous year’s data as it relates to teacher’s names and positions if you used the “pupil/staff” ratio in your comparison. Something new: You may now view your previous year’s submittal to review what you submitted in the past. Districts that are “exempt” may simply select

the “Exempt” radio button and then “Submit.” Districts requiring a comparison must submit analysis showing all affected schools as comparable by the due date. Non-compliant districts will have their Federal funding frozen and should expect to receive a notice of recovering any expended funds in schools that remain non-comparable.

The deadline is drawing closer and there are several hundred districts that yet to start their Title I Comparability document or their NCLB Monitoring Instrument for FY11.

If you have questions concerning the Title I Comparability or the Monitoring Instrument, contact Paul Williams, External Assurance, at 217-782-7970 or pwilliam@isbe.net.

Funding and Disbursement Services

Updated School Vehicle Use Guidance Document Available Online

Please click on the following link at http://www.isbe.net/funding/pdf/school_vehicle_guidance.pdf to access guidance on the allowable use of school vehicles for pupil transportation purposes. The guidance includes information on distinguishing types of transportation routes, types of vehicles used for pupil transportation, including school buses and updated information regarding multi-function (white) activity buses. The guidance also provides information regarding proper licensure for drivers of school vehicles and claimable cost on the Annual Pupil Transportation Reimbursement Claim.

If you have questions regarding the guidance, please contact Cinda Meneghetti, Funding and Disbursement Division, at 217-782-5256 or cmeneghe@isbe.net. If you have questions regarding the claimable cost for vehicles and other costs reported on the Annual Pupil Transportation Reimbursement Claim, please contact Jamie Johnson, Funding and Disbursement Division, at 217-782-5256 or jjohnson@isbe.net.

Curriculum and Instruction

Children’s Low-cost Laptop Program Request for Proposal Available Online

The Curriculum and Instruction Division has published a request for proposal (RFP) entitled “Children’s Low-cost Laptop Program” located on the Curriculum and

Instruction webpage at <http://www.isbe.net/curriculum/default.htm>.

The Children’s Low-cost Laptop Act [105 ILCS 65/5] authorizes a two-year pilot program designed to provide a low-cost laptop computer to each student, teacher and relevant administrator. Proposed programs must focus on the pedagogical shift for teachers and students in their daily teaching and learning practices. The RFP outlines specific eligibility criteria.

For additional information, please contact Kathleen Barnhart at kbarnhar@isbe.net.

Comprehensive Literacy and Illinois Reading Recovery Conference Set

The Illinois Reading Recovery Center at National-Louis University is sponsoring the 2011 Comprehensive Literacy and Illinois Reading Recovery Conference set for Jan. 12-14 at the Chicago Marriott Downtown Magnificent Mile, 540 N. Michigan Ave.

The 20th annual Illinois Comprehensive Literacy and Reading Recovery Conference provides professional development opportunities for K-8 educators. Conference sessions will emphasize the dynamic, continuous relationship between school literacy curriculum and the educational agencies and policies that influence systemic renewal and Response to Intervention approaches. Comprehensive literacy approaches support student achievement across the grades and across all content areas.

For the conference schedule and registration information, visit <http://www.nl.edu/rrconf>.

Contact Christina Podraza of the Illinois Language and Literacy Council at cpodraza@lisle202.org if you are interested in volunteering for the conference or have any further questions.

Annual Illinois Young Authors’ Conference Scheduled for May 21

The 37th annual Illinois Young Authors’ Conference will be held May 21, 2011, at Illinois State University in Bloomington-Normal. Students in kindergarten through eighth grade are eligible to participate.

For more information on the conference, visit <http://www.isbe.net>. Conference guidelines and registration information will be available after Nov. 16, 2010.

Nutrition

Verification Summary Report for Lunch and Breakfast Programs Due By Dec. 15

As required by U.S. Department of Agriculture regulations, all local education agencies (LEAs) that participate in the National School Lunch and/or National School Breakfast programs are required to have completed verification activities no later than Nov. 15.

Once the verification process has been completed, LEAs must submit results of verification by using the online verification summary report (VSR). The VSR is to be submitted to the Illinois State Board of Education no later than Dec. 15.

For instructions on how to access and complete the verification summary report, please visit http://www.isbe.net/nutrition/pdf/vsr_instructions.pdf.

For questions or guidance on the verification process, please call 800-545-7892 or visit our website at http://www.isbe.net/nutrition/htmls/forms_sbn.htm.

Local Policies on Managing Food Allergies Due by Jan. 1

As a reminder, each school board is required to implement a policy based on the Guidelines for Managing Life-Threatening Food Allergies by Jan. 1, 2011.

Also, at least every two years, an in-service training program for school personnel who work with students must be conducted by persons with expertise in anaphylactic reactions and management.

Access the guidelines and instructions on how to obtain a sample policy and administrative procedures at http://www.isbe.net/nutrition/htmls/food_allergy_guidelines.htm.

HealthierUS School Challenge Mini-grants Now Available

The Illinois NET Program award 13 competitive mini-grants of \$3,500 to elementary and secondary schools that wish to participate in the HealthierUS School Challenge (HUSSC). The grants are made possible through a USDA Team Nutrition Training grant.

The HUSSC is a voluntary recognition program from the U.S. Department of Agriculture that recognizes schools

across the nation for excellence in supporting student wellness. Earlier this year, first lady Michelle Obama incorporated the HUSSC into her Let's Move! campaign to raise a healthier generation of kids.

For eligibility criteria and more details, visit <http://www.kidseatwell.org>. The deadline is Jan. 14, 2011.

Special Education Services

Screening, Assessment and Support Services Update

Screening, Assessment and Support Services (SASS) provides intensive mental health services for children and youth who may need hospitalization for mental health care. When a child is at risk to himself or others, and any time you or others think a child is having a mental health crisis, the CARES line can be contacted.

Please take note and remind your schools: It is neither appropriate nor legal for schools to tell parents that they need to have their child screened before they will be allowed to return to school.

For more information regarding the appropriate use of SASS and the CARES line, please link to <http://www.dhs.state.il.us/page.aspx?item=30884>.

Illinois Education Research Council

Principals Asked to Participate in Survey

The Illinois Education Research Council (IERC) is conducting an online survey to help learn about principals' management practices and job preferences. Principals are encouraged to complete the survey that takes 10 to 20 minutes to complete.

Responses will be used only for research purposes and will remain anonymous. Those who complete the survey by the deadline, Nov. 29, will be entered into a drawing to win one of two \$500 Amazon.com gift cards to be given away.

If you have not already received an e-mail invitation for the survey, contact the council at (866) 799-4372 or ierc@siue.edu. If leaving a voice message, be sure to leave your name and e-mail address so an invitation can be sent.

Rules and Waivers

Notice of Completed Rulemaking

Please be advised that two sets of amendments recently adopted by the Illinois State Board of Education are now in effect. These rules have been posted on the agency's Web site at <http://www.isbe.net/rules>. Please choose "Rules Currently in Effect" and scroll either to Part 1 or Part 226.

Part 1 (Public Schools Evaluation, Recognition and Supervision)

Incorporates the Common Core State Standards for English language arts and mathematics into the State Goals for Learning.

Affected Section: 1.Appendix D

Effective Date: Oct. 28, 2010

Part 226 (Special Education)

Makes numerous revisions related to changes in state law and federal regulations, including setting forth a process for a district's withdrawal from a special education joint agreement.

Affected Sections: 226.50, 226.180, 226.220, 226.300, 226.360, 226.530, 226.540, 226.720, 226.780, 226.800 and 226.840

Effective Date: Oct. 28, 2010

Educator and School Development

Registration for Illinois New Teacher Collaborative Conference Under Way

The Illinois New Teacher Collaborative (INTC) will hold its sixth annual Induction and Mentoring Conference on March 1-2, 2011, in Springfield.

This conference will examine how the use of the Illinois Induction Program Continuum can better new teacher induction statewide. The conference brings together from around the state those interested in new teacher induction and mentoring programs for team building exercises, program development and sharing opportunities. The conference is appropriate for those with programs in the varying stages of development (from beginning to developed).

Please consider attending this annual event. For more information or to register for the conference, visit the Illinois New Teacher Collaborative website at <http://intc.education.illinois.edu/conference>.

Professional Development

American Foundation for Suicide Prevention Offers Free Webinar

The American Foundation for Suicide Prevention is offering a free webinar for educators and other school personnel. The 60-minute webinar will include the use of a film, "More Than Sad: Teen Depression."

The webinar will be held seven times with a limit of 250 registrants for each offering. Here is a list of times and links to register:

- Nov. 16, 7 a.m.,
<https://afsp.omnivia.com/register/24701287519911>
- Nov. 17, 10 a.m.,
<https://afsp.omnivia.com/register/43161287520127>
- Nov. 30, 9 a.m.,
<https://afsp.omnivia.com/register/95791289578971>
- Dec. 2, noon,
<https://afsp.omnivia.com/register/39131289579120>
- Dec. 7, 9 a.m.,
<https://afsp.omnivia.com/register/80571289581034>
- Dec. 8, noon,
<https://afsp.omnivia.com/register/28571289581698>
- Dec. 9, 1 p.m.,
<https://afsp.omnivia.com/register/53811289581864>

For more information, visit the American Foundation for Suicide Prevention's web page at <http://www.afsp.org>, call (888) 333-2377 or e-mail bcurran@afsp.org.

Career and Technical Education

New Berlin High School Students Qualify for National Knowledge Bowl Competition

New Berlin High School Family and Consumer Sciences (FCS) students have been provided the opportunity to be in Family, Career and Community Leaders of America (FCCLA). Connie Komnick, family and consumer sciences teacher and FCCLA adviser, has an outstanding history of developing leaders. Most recently, a team of four FCCLA members, Sara Hulett, Kristen Komnick, Stacy Mabie and Courtney Schroeder, competed at the regional FCCLA cluster meeting in St. Louis, where they

qualified to advance to the national level in the FCCLA Knowledge Bowl competition.

The competition is designed to challenge students' knowledge of all aspects of Family and Consumer Sciences and utilizes online testing, timed-written tests and head-to-head competition. The next step in the FCCLA Knowledge Bowl competition will be held in Anaheim, Calif., at the National FCCLA Leadership Conference in July. FCCLA is the career and technical student organization for family and consumer sciences and is an integral component of the curriculum.

In the News

Weekly News Clips

ISBE has posted highlights from last week's education news clips at
<http://www.isbe.net/news/2010/newsclips/101122.htm>.

Employment Opportunities

ISBE External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at
<http://www.isbe.net/hr/Default.htm>.