School Improvement Grant
Section 1003(g)
Bidder’s Conference

Illinois State Board of Education
April 23, 2012
10:00 to 11:30 a.m. (CDT)
FY 2012 SIG 1003(g) Bidder’s Webinar

- SIG 1003(g) Resources
- Overview of SIG 1003(g) Requirements
- LEA Application
- Individual School Application
- Scoring Rubric
Illinois SIG 1003(g) Resources

ISBE School Improvement Grant Home Page

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

- FY 2012 ISBE School Improvement Grant –Section 1003(g) (April 12, 2012)
  - Request for Proposals
  - Request for Proposals Forms
  - Pre-Application Needs Assessment
  - Webinars
  - State and Federal SIG Resources
Federal SIG 1003(g) Resources

USDE School Improvement Grant Home Page

http://www2.ed.gov/programs/sif/index.html

- Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g), USDE
  (March 1, 2012)

- SIG Resources:
  http://www2.ed.gov/programs/sif/applicant.html#handbook (Webinars, CII handbook, etc.)
What is the SIG 1003(g) grant?

School Improvement Grants (SIG):
- Are authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA).
- Are competitive grants made to LEA’s that demonstrate the greatest need for the funds and strongest commitment to use the funds to raise substantially student achievement.
- Are focused on the states’ Tier I and Tier II schools.
Unprecedented Opportunity

For LEAs with the lowest-performing schools to demonstrate through their SIG 1003(g) application that they have the greatest need for the funds and the strongest commitment to providing adequate resources to fully and successfully implement dramatic reform efforts that are sustainable.
A Core Principle on “School Turnaround”

**Marginal change yields marginal results.**

School turnaround differs substantially from school improvement.

School improvement is 99% of what’s been tried.

The high-performing, high-poverty schools show that a change process is needed which leads to a dramatically different model for these schools.
School Improvement Grants: Section 1003(g) + ARRA

Illinois Federal Funding = Approximately $80 million

Award amounts will range from $50,000 to $2 million annually

ISBE will determine if the amount requested by the LEA is appropriate based on the LEA’s application

- Capacity to serve participating schools
- Selected USDE school intervention models
- Total number of schools being served
- Criteria identified in the RFP
Title I school in improvement, corrective action, or restructuring that is:

- within the lowest-achieving 5% of Title I schools in the state based on a three year average (2008-2010) for ALL student groups’ category in reading and math combined (18.0% or less); OR

- a secondary school that has an average graduation rate of less than 60% over the last three years (2008-2010);

AND

- demonstrates a lack of progress.
FY 2012 Tier II Schools

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 Title I schools in the state based on a three year average (2008-2010) for the ALL student groups’ category in reading and math combined (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, less than 60% over each of the last three (3) years (2008-2010); and
- Demonstrates lack of progress; or
FY 2012 Tier II Schools

Is a Title I secondary school that does not qualify as Tier I that:

- Is no higher achieving than other Tier II schools (37.8% or less); and
- Demonstrates lack of progress; or

Is a Title I secondary school that:

- Has an average *graduation rate, of less than 60%* over the last three (3) years (2008-2010); and
- Demonstrates lack of progress.

Summary: Tier I and Tier II Schools

35 districts/Local Educational Agencies (LEA)
91 Tier I and Tier II schools – all high schools
FY 2012 SIG Application Process

Step 1: Pre – Application Process – Assemble the Team
- Web-based interactive courses
- Stakeholder engagement

Step 2: Pre – Application Process – Needs Assessment

Step 3: LEA Application

Step 4: Individual School(s) Application

Step 5: ISBE Program Specifics, Certifications, and Assurances

Step 6: Submission of Proposal

Step 7: Post Application Process
Step 1: Identify a change team for your district

- Assemble a diverse team made up of some of your most creative thinkers.

- To be successful, we recommend you build a team that includes the following individuals (at a minimum):
  - Community representatives
  - Parents
  - Union leadership
  - Board member(s)
  - School administrators
  - Teacher(s)
  - District administrators
  - *Lead Partner: once identified*

- Prepare to meet with this team to complete your Needs Analysis.
Step 2: Pre-Application Process

- Pre-Application Needs Assessment

- Webinar – recorded
  [http://www.isbe.net/sos/htmls/sip_1003.htm](http://www.isbe.net/sos/htmls/sip_1003.htm)

- LEA/School Stakeholders Consultation Form
Step 3 & Step 4: Application

- LEA Application
- Individual School(s) Application
Step 5: Attachment 11

- ISBE Program Specifics, Certifications, and Assurances
  - Specifically - Item 5 (Federal Assurances)
    - The grant does not allow for a “planning” period. Implementation needs to begin right away.
Step 5: 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 2012-2013 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.
Step 6: Submission of the Proposal

- Use the RFP checklist.
- Be certain that you assemble the application in the sequence outlined in the RFP.
- Double check - triple check that all documents are signed. Look at each attachment.
- Ask someone who did not help in any way with the application to review it to make sure it makes sense.
Step 7: ISBE Review Process

- External review.
- Consensus scoring.
- Internal review.
- Interviews with finalist.
- Recommendations for awards.
- Award letters.
- Signed MOU with Lead Partner once you receive notification of your award.
REQUEST FOR PROPOSAL
Lead Partner

The district/LEA must choose a Lead Partner from the ISBE approved Provider list to assist with the implementation of the selected intervention model in each selected Tier I and Tier II school.  
[http://www.isbe.net/apl/default.htm](http://www.isbe.net/apl/default.htm).

LEA and Lead Partner share accountability for successful implementation of SIG 1003(g) plan and outcomes.

Lead Partner must have specific and significant responsibilities within the school and must provide on-site daily support.
Approved Lead Partners

- Academy for Urban School Leaders
- America’s Choice Inc.
- Atlantic Research Partners
- Cambridge Education
- Consortium for Educational Change
- Edison Learning Inc.
- Evans Newton, Inc
- Illinois Association of Regional Superintendents
- John Hopkins University - Diplomas Now
- John Hopkins University - Talent Development
- Learning Point Associates
- Office of School Turnaround, CPS
- Office of Transformation Support, CPS
- Scholastic, Inc.
- School of Social Service Administration- University of Chicago
- Success For All Foundation Inc.
Intervention Models

- Turnaround
- Transformation**
- Restart
- Closure

**An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of its schools.

If a school has initiated 1 of the 4 intervention models or components in the last two years, it may use SIG funds to fully implement the model.
Intervention Model Components

LEA and Individual School applications

- Teachers and Leaders
- Instruction and Support Strategies
- Time and Supplies
- Governance

[Federal Guidance: B, C, D, and E, RFP: Appendix A]
# Turnaround Model

## Teachers and Leaders
- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies
- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support
- Provide *increased learning time*
- Staff and students
- Social-emotional and community-oriented services and supports

## Governance
- New governance structure
- Grant operating flexibility to school leader
Transformation Model

**Teachers and Leaders**
- Replace principal
- Implement new evaluation system
- Developed with staff
- Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

**Instructional and Support Strategies**
- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

**Time and Support**
- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

**Governance**
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance
Restart Model Options

- Convert to Charter School: Governed by charter school board

- Convert to Performance Contract School: Governed by Education Management Organization or Charter School Operator
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.

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.
Sequence for Assembling the LEA Portion of the SIG Proposal

- Attachment 1: Application Cover Page
- Attachment 2: Tier I, Tier II, Priority Intervention Model Sections for Schools
- Attachment 3: Eligible but Not Served Tier I and Tier II Schools
- Attachment 4: Annual Improvement Goals and Objectives
Sequence for Assembling the LEA Portion of the SIG Proposal, Cont’d.

- LEA Abstract
- Part III of the Needs Assessment Packet
- LEA Narrative
- Attachment 5: three year budget Summary
- Attachment 6: Comprehensive Budget – Year 1
- Attachment 6A: LEA Budget
- Attachment 6B: LEA Detailed Budget Summary Breakdown
Schools Served (Attachment 2)

Tier I and Tier II Schools (Attachment 2)

Identify the schools to be served, intervention model, waiver decisions, and Lead Partner.
Schools Not Served (Attachment 3)

Identify all other schools in the district that LEA does not intend to serve under this grant with a brief explanation as to why not.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>SCHOOL NCES ID #</th>
<th>TIER</th>
<th>REASON FOR NOT SERVING</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Annual Improvement Goals and Objectives (Attachment 4)

FY 2013 ARRA School Improvement Grant - Section 1003(g) Annual Improvement Goals and Objectives

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

Directions - Annual Improvement Goals: The LEA must provide the annual improvement 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 2011 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 2013 PSAE.

SIG 1003(g) Goal # __________:

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts. (Column 2) Identify measurable outcomes that align with the selected interventions. (Column 3) Provide the evidence of improvement or progress that will facilitate monitoring by the district and schools. (Column 4) Identify a target date for completion, and (Column 5) Identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (See Objective example below.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurable Outcome(s)</th>
<th>Evidence of Improvement or Progress</th>
<th>Target Date for Completion</th>
<th>Responsible Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective # 1.1: All reading/language arts teachers, grades 9-13, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.</td>
<td>1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.</td>
<td>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.</td>
<td>11.2012</td>
<td>School Principal Lead Partner</td>
</tr>
<tr>
<td>Objective # 2.1: Increase the percentage of students who score at or above proficient level on the state assessment in reading/language arts.</td>
<td>2.1: Increase the percentage of students who score at or above proficient level on the state assessment in reading/language arts.</td>
<td>2.1: Increase the percentage of students who score at or above proficient level on the state assessment in reading/language arts.</td>
<td>05.2013</td>
<td>School Principal Lead Partner</td>
</tr>
</tbody>
</table>
SIG 1003(g) objectives align with the specific SMART goal and provide clear directions to all who are involved.

1. Incorporates the intervention model efforts;
2. Identifies measurable outcomes that align with the selected interventions;
3. Provides evidence of improvement or progress that will facilitate monitoring;
4. Identifies a target date for completion; and
5. Identifies the entity responsible for monitoring and ensuring goal and objectives are implemented and completed.
Annual Improvement Goals and Objectives

S.M.A.R.T. Goals

- Specific <> Measurable <> Attainable <> Realistic <> Time bound
- Required Goals: Improving student achievement in reading/language arts and mathematics.
- Additional goals that align with the LEA’s intervention plan for the Tier I and Tier II school may be provided.
- Descriptions must include monitoring process to ensure progress, as well as the 18 metrics identified by the USDE. (See Part II of Needs Assessment)
Sample: Objective

Poor Example
Teachers will assess students

Better Example
All math teachers grades 9 – 12 will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.
Sample: Measurable Outcome

**Poor Example**
- Formative assessments, interim assessments, benchmarks.

**Better Example**
- Formative assessments based on item analysis of PSAE and weekly level of mastery of targeted skills on curriculum based measures.
Sample: Evidence of Improvement or Progress

Poor Example

- Agenda items during collaboration time.
- CBM Manual
- Progress on the PSAE

Better Example

- All students will achieve 80% mastery of targeted skills on weekly curriculum based measures as developed by the teachers and instructional coaches.
- 49.7% of 11th graders will meet or exceed as measured by the PSAE in 2013.
Sample: Target Date of Completion and Responsible Entity

Poor Examples

- Ongoing
- Principal, lead partner, transformation officer, Assistant Principal, Special Education Coordinator, Math Coach

Better Examples

- 04.2013
- Assistant Principal in each academy, Lead Partner
Sequence for Assembling the LEA Portion of the SIG Proposal

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- Attachment 3: Eligible but Not Served Tier I and Tier II Schools
- Attachment 4: Annual Improvement Goals and Objectives
Sequence for Assembling the LEA Portion of the SIG Proposal, Cont’d.

- LEA Abstract
- Part III of the Needs Assessment Packet
- LEA Narrative
  - Section I: Overview and Rationale
  - Section II: Proposed Activities
  - Section III: Level of Commitment
  - Section IV: Timeline and Budget
- Attachment 5: three year budget Summary
- Attachment 6: Comprehensive Budget – Year 1
- Attachment 6A: LEA Budget
- Attachment 6B: LEA Detailed Budget Summary Breakdown
A. Needs Assessment

1. Describes the *process* used to arrive at selected intervention model. (Part III of Needs Assessment)

2. Describes actions LEA has taken or will take to modify policy and practice.
   - Teachers and Leaders
   - Instructional and Support Strategies
   - Time and Support
   - Governance

3. Describes LEA’s *capacity* or lack of capacity to support each selected Tier I/Tier II school.
LEA Narrative
Section I: Overview & Rationale

B. Annual Goals for Student Achievement on the ISAT and/or PSAE in both reading/language arts and mathematics
   i. Explain the LEA’s process for arriving at these goals
   ii. Explain the LEA’ plan for monitoring progress toward the goals and remaining 18 metrics
LEA Narrative
Section II: Proposed Activities

1. Principal Selection
2. Operational Flexibility
3. Staff Placement
4. Staff Evaluation
5. Recruitment, Placement, and Retention of staff
6. Increased Learning Time
LEA Narrative
Section II: Proposed Activities Cont’d

7. Instructional Programs
8. Transitions
9. Professional Development
10. Governance
11. Lead Partners
12. Aligning Resources
1. Principal Selection

- Is the LEA replacing the principal?
  - Requirement for Turnaround (B-1) and Transformation (E-2)
  - Some flexibility if previous implementation of intervention model started in 2008-2009 or after (G-1)

- Details how the LEA evaluated: (new or returning)
  - Knowledge
  - Skills
  - Ability
2. Operational Flexibility

- Describes the operational flexibility the LEA will grant to the principal.
- Examples may include:
  - Staffing
  - Calendars
  - Budgets

*Turnaround B-1; Transformation E-13*
3. Staff Placement

- Describes how the LEA will use locally adopted competencies to screen all existing staff to determine:
  - Effectiveness
  - Placement

- For Turnaround LEA must replace 50% of staff

*(Turnaround B-1; Transformation E-2)*
4. Staff Evaluation

- Describes how the LEA plans to use a rigorous, transparent, and equitable evaluation systems for teachers and principals that:
  - Takes 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
  - Are designed and developed with teacher and principal involvement.

*(Turnaround B-1; Transformation E-2)*
4. Staff Evaluation (continued)

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.

*(Turnaround B-1; Transformation E-2)*
4. Staff Evaluation (continued)

- Year 1 – Develop the evaluation instrument and benchmark Tier 1, 2, and 3 measures of performance
- Year 2 – Pilot evaluation instrument for all teachers
- Year 3 – Implement for all teachers
5. Recruitment, Placement, and Retention of Staff

- Describes the activities the LEA plans to implement to recruit, place, and retain staff with the skills necessary to meet the needs of the students.
  - Financial incentives
  - Increased opportunities for promotion and career growth
  - More flexible work conditions

*(Turnaround B-1; Transformation E-2)*
6. Increased Learning Time

- Describes how the LEA will increase 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:
  - Instruction in core academic subjects;
  - Instruction in other subjects and enrichment activities that contribute to a well-rounded education; and
  - Teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

(Turnaround B-1; Transformation E-9)
7. Instructional Programs

- Describes how the LEA will use data to identify and implement instructional programs that are:
  - Comprehensive
  - Research based
  - Vertically aligned
  - Aligned to state standards
  - Allow for differentiation based on student need

*(Turnaround B-1; Transformation E-7)*
8. Transitions

- Describes how the LEA will establish strategies that improve student transitions from middle to high school through summer transition programs or freshman academies.

*(Transformation E-8)*
9. Professional Development

Describes 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.

*(Turnaround B1; Transformation E2)*
9. Professional Development (continued)

Describes the LEA and school commitment 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.

(Turnaround B1; Transformation E2)
10. Governance

- Details the governance structure that will be put in place to oversee the successful implementation of the selected intervention model.
  - Which entity is managing the intervention plan (the principal or the LEA turnaround office or the Lead Partner)?
  - Will there be an internal LEA unit or LEA staff person assigned to managing and supporting the SIG school(s)?
- Includes descriptions of specific structural and programmatic changes that will occur at the LEA to support the work. (Turnaround B1; Transformation E13)
10. Governance (continued)

- In the LEA’s application appendix:
  - Job descriptions
  - List of positions and key staff responsible
  - Organizational chart

*(Turnaround B1; Transformation E13)*
11. Lead Partner

- Describes how the LEA screened and selected the Lead Partner. Includes:
  - Specific responsibilities and autonomies the Lead Partner will have
  - Measurable outcomes
  - Letters of intent

The Lead Partner should have specific and significant responsibilities within the school and district - in addition to providing technical assistance and professional development.
12. Aligning Resources

- Explains how the LEA will align other resources with the grant funds to leverage the intervention.
  - Title I
  - Title II
  - Title III
  - State and local funds
LEA Narrative
Section III: Commitment

A. Stakeholder consultation
   ■ Stakeholder consultation forms

B. Describes level of support and provide letters of support
   ■ School Board
   ■ Teachers’ Union
   ■ Staff
   ■ Partnering Organizations
   ■ Parents and Community

C. Describes parent and community involvement
LEA Narrative
Section IV: Timeline & Budget

Ensure that budget items:

- Directly relate to the full and effective implementation of the selected intervention model;
- Addresses the particular needs of the students in the school as identified by the LEA’s needs assessment;
- Advances the overall goal of improving student achievement in this persistently lowest-achieving school; and
- Are reasonable and necessary expenditures.
The LEA/district and school budgets 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).

Identifies pre-implementation activities. (***Not a separate budget)
Section IV: Timeline & Budget
(Continued)

- Timeline
  - Should span the entire term of the grant
  - Focuses on district level activities
  - Includes pre-implementation, full implementation, and monitoring
  - Highlight activities described in Section II

- Sustainability Plan
  - 3-years beyond the end of the grant
LEA Appendices & Certifications

Appendices:
A: Timeline
B. Detailed LEA Job Descriptions
C. Letters of Support
D. LEA Stakeholder Consultation
Confimation forms (see Attachment 10)

LEA Certification and Assurances
Attachment 12 through Attachment 16C
Individual School Application – One for Each School

INDIVIDUAL SCHOOL PROPOSAL
**Individual School Application**

- **School Cover Page** *(Attachment 7)*
  - Contact Information <> Tier I or II <> Academic Status
  - Selected Intervention <> Lead Partner

- **School Strategies** *(Attachment 8)*
  - Aligns with LEA Annual Goals and Objectives *(Attachment 4)*
  - Strategies must be specific to the individual school and S.M.A.R.T.

- **School Abstract** *(Limit 5 pages)*
  - Brief description:
    - School’s demographics
    - Performance trends
    - Intervention Plan: leadership and envisioned plan for school

- **School Needs Assessment** *(Part I and Part II)*
Section I: Rationale

A. Description of performance and rationale for selection of the intervention model. (see Part I and Part II of Individual School’s Needs Assessment)

B. Description of the role of the Lead Partner and the specific services that will ensure successful implementation of the intervention model

C. List of positions, titles and names; and in the appendix – complete job descriptions.

(Limit 20 pages with required format)
Section II: Proposed Activities
Detailed descriptions of the following:

A. Specific tactics & activities to attaining high expectations for student learning (culture and climate)
B. Data: collection, analysis, use by staff and LEA
C. Curriculum and assessment program with clear expectations for students and ensure access and equity for all students
Section II: Proposed Activities
Detailed descriptions of the following:

D. Alignment of instruction/assessments to measure student progress
E. Support service(s) or interventions to ensure full implementation of the model
F. School-level, job embedded professional development & support for staff collaboration efforts (planning, inquiry, learning communities)
G. Engagement and communication with staff, families, and community
School Narrative

Section III: Timeline and Budget

Timeline

- Should span the entire term of the grant;
- Focus on school level activities; and

Include

- Pre-implementation
- Full Implementation, and
- Monitoring
Section III: Timeline and Budget

- Budget(s) – [Attachments (9 & 9A) (9B & 9C)]
  - Ensure that expenditures directly relate to the full and effective implementation of the selected intervention model;
  - Addresses the particular needs of the students in the school as identified by the LEA’s needs assessment;
  - Advances the overall goal of improving student achievement in this persistently lowest-achieving school; and
  - Are reasonable and necessary expenditures.
Individual School Appendices

- A. Timeline
- B. Chart outlining grade level assessments
- C. Detailed job descriptions
- D. Individual School’s Letters of Support
LEA and Individual School

**SCORING RUBRICS – APPENDICES B & C**
General Breakdown in Scoring

LEA: (one)
- Overview and Rationale – worth 70 points
- Proposed Activities – worth 140 points
- Level of Commitment – worth 30 points
- Timeline and Budget – worth 30 points

Individual School (application for each school)
- Overview and Rationale – worth 30 points
- Proposed Activities – worth 70 points
- Timeline and Budget – worth 20 points

LEA Capacity *** and School Readiness **
(determine for each school)

Threshold score of 154 is needed to advance in the review process
Importance of the Scoring Rubric

- Assume the reviewers know nothing about your district
- The reviewers will base decisions off of rubric
- Frame your conversations with partners using the rubric
- Create your plan with an eye to the rubric
### Guidelines for Use of Rubrics

To earn the identified points on the LEA or Individual School sections of the application, review the required completion level of the activities under the rubrics. *(see pages 19-20)*

#### Example

<table>
<thead>
<tr>
<th>Strong (10 points)</th>
<th>Moderate (5 points)</th>
<th>Limited (2 points)</th>
<th>Not Provided (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA describes specific plans for A, B, and C</td>
<td>LEA describes specific plans for <strong>two</strong> of the following: A, B, and/or C</td>
<td>LEA describes specific plans for <strong>one</strong> of the following: A, B, and/or C</td>
<td>LEA does not describe specific plans for A, B, or C</td>
</tr>
</tbody>
</table>

*If the application includes a specific plans for A and B and non-specific plans for C, the application should earn a score of 5 points.*
SIG 1003(g) Grant Home Page

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

FY 2013 ISBE School Improvement Grant – Section 1003(g) (April 13, 2012)

- Request for Proposals
- Request for Proposals Forms
- Pre-Application Needs Assessment
- Webinars
- State and Federal SIG Resources
FY 2012 SIG 1003(g) Applications

Due Date

1 original + 5 copies + 12 CD’s

Friday, May 11, 2012
4:00 p.m.

ISBE Springfield Office
or
ISBE Chicago Office
ISBE Staff Contact Info

For more information on the SIG, contact the following staff within the Innovation & Improvement Division:

- Monique M. Chism, Ph.D, Division Administrator: 
  217-524-4832, mchism@isbe.net

- Agurann Bates, Principal Consultant: 
  217-524-4832, abates@isbe.net

- Robin Staudenmeier, Principal Consultant: 
  217-524-4832, estauden@isbe.net

- Kurt Miller, Principal Consultant: 
  217-524-4832, kumiller@isbe.net