Successful Applications by Design
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<th>Points</th>
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<td><strong>I. Overview and Rationale</strong></td>
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<td>5. Needs Analysis: Governance</td>
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<tr>
<td>6. Capacity</td>
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<td><strong>II. Proposed Activities</strong></td>
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<tr>
<td>1. Identifying Principal</td>
<td>10</td>
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<td>8. Transitions</td>
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<tr>
<td>2. Operational Flexibility</td>
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<td></td>
<td>13. Pre-Implementation</td>
<td>10</td>
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<tr>
<td>4. Financial Incentives</td>
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<td></td>
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<tr>
<td>5. Extended Time</td>
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<tr>
<td>6. Extended Time</td>
<td>10</td>
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<tr>
<td>7. Alignment of Standards</td>
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<td></td>
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<tr>
<td>9. Professional Development</td>
<td>10</td>
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<tr>
<td>10. Governance</td>
<td>10</td>
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<tr>
<td>11. Selecting Lead Partner</td>
<td>10</td>
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<tr>
<td>12. Alignment of Other Resources</td>
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<tr>
<td><strong>III. Level of Commitment</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2. Level of Commitment</td>
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<td></td>
<td>1. Stakeholder Consultation</td>
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<tr>
<td></td>
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<td>3. Community Engagement</td>
<td>10</td>
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<td><strong>IV. Timeline and Budget</strong></td>
<td></td>
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<td>1. Budget</td>
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<td></td>
<td>2. Timeline</td>
<td>10</td>
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<td></td>
<td></td>
<td></td>
<td>3. Sustaining After the Grant</td>
<td>10</td>
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<tr>
<td><strong>Individual School Readiness</strong></td>
<td>Readiness**</td>
<td>Criteria</td>
<td>Points</td>
<td>General</td>
</tr>
<tr>
<td><strong>I: Overview and Rationale</strong></td>
<td></td>
<td></td>
<td>1. Needs Assessment</td>
<td>10</td>
</tr>
<tr>
<td>2. Role of the Lead Partner</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Staffing</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II: Proposed Activities</strong></td>
<td></td>
<td></td>
<td>1. Culture and Climate</td>
<td>10</td>
</tr>
<tr>
<td>2. Data Driven Decision Making</td>
<td>10</td>
<td></td>
<td>5. Support Services</td>
<td>10</td>
</tr>
<tr>
<td>3. Curriculum and Assessment</td>
<td>10</td>
<td></td>
<td>6. Professional Development</td>
<td>10</td>
</tr>
<tr>
<td>4. Instruction</td>
<td>10</td>
<td></td>
<td>7. Communicating Vision</td>
<td>10</td>
</tr>
<tr>
<td><strong>III. Budget</strong></td>
<td></td>
<td></td>
<td>1. Budget</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Timeline</td>
<td>10</td>
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<tr>
<td><strong>Total Possible Capacity/Readiness</strong></td>
<td>220</td>
<td></td>
<td>1. General</td>
<td>170</td>
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</table>
## Rubric Breakdown

### Capacity and Readiness Points Possible

<table>
<thead>
<tr>
<th>Section</th>
<th>LEA Capacity ***</th>
<th>Individual School Readiness**</th>
<th>General LEA School</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview and Rationale</td>
<td>5 criterion X 10 points = 50 points</td>
<td>2 criterion X 10 points = 20 points</td>
<td>2 X 10 = 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 X 10 = 10</td>
</tr>
<tr>
<td>II. Proposed Activities</td>
<td>11 criterion X 10 points = 110 points</td>
<td>3 criterion X 10 points = 30 points</td>
<td>3 X 10 = 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 X 10 = 40</td>
</tr>
<tr>
<td>III. Level of Commitment</td>
<td>1 criteria X 10 points = 10 points</td>
<td>N/A</td>
<td>2 X 10 = 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>IV. Timeline and Budget</td>
<td>No capacity criterion</td>
<td>No readiness criteria</td>
<td>3 X 10 = 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 X 10 = 20</td>
</tr>
<tr>
<td>Subtotals</td>
<td><strong>170 capacity points</strong></td>
<td><strong>50 readiness points</strong></td>
<td>220 Capacity and Readiness Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>170 General</td>
</tr>
</tbody>
</table>

**Notes:**
- LEA: Local Education Agency
- ***: Full points
- **: Partial points
- N/A: Not applicable
### LEVEL OF COMMITMENT ***

<table>
<thead>
<tr>
<th>STRONG</th>
<th>MODERATE</th>
<th>LIMITED</th>
<th>NOT PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>5 points</td>
<td>2 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

- **STRONG**: Application includes five or more letters of support from leaders of organizations representing large constituencies 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.

- **MODERATE**: Application includes three or more letters of support from leaders of organizations representing large constituencies 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.

- **LIMITED**: Application includes letters of support from leaders of organizations representing large constituencies that are clearly familiar with the specific plans for the school. Letters include general support for the changes proposed at the school.

- **NOT PROVIDED**: Application includes letters of support from individuals that are not familiar with the interventions at the school.

- Letter from union leadership includes specific description of all planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.

- Letter from union leadership includes specific description of some planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.

- Letter from union leadership includes general description of planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.

Letter from union leadership includes general description of support.

**Number of Points Criteria #2: 10**
Section III: Level of Commitment

A. Stakeholder Consultation

The District has been aggressive in communicating to stakeholders the need for the SIG funds to support the transformation of ESLSHS. In a short time frame, the new district administration began to meet with a community leaders group held by ADI to present the district’s plan and need to transform the high school through the SIG application. This meeting was followed by meetings with the districtwide Lead Parent Organization, the high school PTSA (which included parents and students), the high school staff, and an impromptu interview on Channel 5. The district also released a press release stating the district’s intent to apply for this grant.

A team of 44 members of the different stakeholder groups, including the Board, the teachers union, administration, staff, community, and ROE representatives, met to conduct a comprehensive needs assessment and deep review of data during the SIG team meetings. There were multiple opportunities for all stakeholders to participate in the needs assessment and strategy planning. The Stakeholder Consultation Signature Forms are included in the needs assessment.

B. Level of Commitment

Letters of support for the SIG application are contained in Appendix 12 of this application. The letters of support address the five most dramatic changes, including the hiring of a principal with the capacity to transform a school; increased instructional time; targeted and sustained professional development for teachers; a rigorous evaluation system for teachers, including a student growth component; and systemic change to include community engagement at a high level. Representatives of each constituent group are included.

C. Community Engagement
May 10, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

Dear Superintendent Koch:

On behalf of the Illinois Federation of Teachers (IFT) Local 1220, I wish to express my support for the School Improvement Grant (SIG) being awarded to East St. Louis Senior High School. Local 1220 has been a part of the planning process, and our voices were heard as we selected a lead partner and developed the necessary MOU to support the implementation of the SIG.

We interviewed five lead partner candidates and found strengths and challenges in all presentations. It was an excellent opportunity for the District and the Union to collaborate as professionals with a common goal of “Doing what is best for students.” The process was labor intensive, but successful. As a result of this process we were able to negotiate the following conditions to support implementation of the SIG:

- Extension of instructional time by 60 minutes per day (30 minutes by eliminating advisory period and 30 minutes by increasing the length of the day)
- Weekly collaboration to support the implementation of the Professional Learning Communities (PLC)
- Opportunities for professional development to support student learning
- Removal of teachers from the building who receive Unsatisfactory or Need Improvement ratings
- Implementation of strong teacher evaluation model based on the Charlotte Danielson framework for evaluation including a student growth component in alignment with the SIG timeline

East St. Louis Senior High School teachers are excellent educators who want success for all students. The SIG will bring them the opportunities and resources necessary to achieve their goals. Please select East St. Louis Senior High School as a grant recipient of the SIG. Local 1220 has participated and supported the writing of this grant. Our teachers are looking forward to doing the hard work necessary to make the SIG implementation successful. Thank you for your consideration.

Sincerely,

[Signature]

Sharon Crockett
President
April 25, 2012

Christopher A. Koch, Ed.D.
State Superintendent of Education
106 North First Street
Springfield, Illinois 62777-0001

Dear Dr. Koch:

Please accept my strong endorsement of East St. Louis High School as a recipient of the School Improvement Grant (SIG). East St. Louis School District 189 has a rich history of alumni accomplishment and a strong sense of pride in being a part of their community. East St. Louis High School is known throughout the state for athletic accomplishments. Unfortunately, the students' potential for academic success is not matched with the resources to ensure that they have the opportunities that they deserve. This situation is now poised to change due to two simultaneous opportunities.

First, a new administrative team has come to East St. Louis School District 189, they have demonstrated a commitment to excellence and the ability to execute difficult changes necessary for success. Second, the implementation of a SIG grant at East St. Louis High School will be the catalyst for significant improvements in student outcomes due to changes in programs, personnel, and practices. The agreement from the local union to change the assessment of teachers and to allow hiring on merit as opposed to seniority will make a dramatic difference in the quality of classroom instruction. The rigorous selection process to choose a new principal will include screening for the competencies necessary to change a school culture and student outcomes. Enhancements to learning such as more instructional time and intensive professional development for staff will give East St. Louis High School students the tools they need to compete in a global society.

I support these dramatic changes, and I plan to use the available resources of Southern Illinois University Edwardsville to partner with East St. Louis High School in accomplishing the goals of the SIG. Hopefully, we will be able to align our community support tools, our available teacher training, and our placement of student teachers to be a part of the SIG process. The opportunity for real change is rare, and there is possibly no school in Illinois with a greater need for meaningful intervention than East St. Louis High School.

Please consider extending the SIG opportunity to East St. Louis High School and improving outcomes for hundreds of students with few educational options. Thank you for your consideration.

Respectfully,

Venessa A. Brown

Venessa A. Brown, Ph.D.
Associate Provost
Southern Illinois University Edwardsville
May 7, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am writing to express my strong support of the School Improvement Grant (SIG) submitted by East St. Louis School District 189 to transform East St. Louis Senior High School. As State’s Attorney for St. Clair County, I deal with the negative impact of lack of education and poverty in the East St. Louis area. A sixty-nine percent (69%) graduation rate indicates that a number of youth who should be considering bright futures in college or careers are instead not prepared for success in either of these areas. The most recent statistics from East St. Louis School District 189 indicate that one hundred percent (100%) of the student population qualifies for free and reduced lunch. This dire statistic is accompanied by district property values that are among the lowest in the state. We have a community of children with high needs and no local means of obtaining the resources necessary to support them.

The staffing, professional development, and family engagement opportunities in the SIG will allow the school to make the systemic changes necessary for success. These opportunities will not be available without this funding source. I have great confidence that East St. Louis School District 189 can implement the SIG effort with fidelity under the leadership of Superintendent Arthur Culver. He has already recruited a high quality administrative team and will recruit and hire an outstanding principal for East St. Louis Senior High School.

I will continue to work with the district, and in particular East St. Louis High School, to decrease the truancy rate and support high school graduation. I consider the education of our children to be a much better investment than the incarceration. The SIG will help to increase the former and decrease the latter in East St. Louis. Please give your careful consideration to awarding the SIG to East St. Louis School District 189.

Sincerely,

Brendan F. Kelly
State’s Attorney
St. Clair County
May 7, 2012

Mr. Christopher A. Kock, Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am writing to express my strong support of the East St. Louis School District 189 School Improvement Grant (SIG) application. According to PSAE scores, attendance, and other indicators, many of the students at East St. Louis Senior High School are below their peers across the state and are not experiencing the success necessary for them to be ready for college or a career. This unacceptable.

The District is under new leadership this year, and Superintendent Arthur Culver has assured me that low performance at the high school and in other schools in the district will improve with the appropriate support and resources. The SIG grant will provide the necessary resources for East St. Louis High School to give students the opportunities necessary to reach their full potential. One only has to look at the outstanding graduates to come from East St. Louis to know that the community is capable of producing artists, doctors, athletes, lawyers, business leaders and others who are able to lead this nation.

The East St. Louis Senior High School SIG application has been carefully prepared to leverage every dollar to accelerate student achievement. The application includes supports for advanced students, for struggling students, and for parents and families in the community. The professional development component will change the way that teachers provide instruction and greatly impact the culture of the school.

I look forward to supporting East St. Louis School District 189 as they implement the SIG, and I encourage you to give the district the opportunity to transform East St. Louis Senior High School to become a model for the State.

Sincerely,

Eddie Lee Jackson, Sr.
State Representative 114th Legislative District
May 7, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

Please accept my whole-hearted support for the School Improvement Grant (SIG) submitted by East St. Louis School District 189 on behalf of East St. Louis Senior High School. I work with the East St. Louis School District administration on a regular basis, and I can attest to the capacity of Superintendent Arthur Culver and his team to provide the leadership to ensure successful implementation of the SIG grant. Administrators have already begun training on the Charlotte Danielson Framework for evaluating teachers, and they have begun work on creating Professional Learning Communities (PLC). Both of these initiatives strongly support the Transformation process.

East St. Louis 189 is a district that desperately needs financial resources due to severely depressed property values. The resources that the SIG will provide will ensure that the students at East St. Louis High School have the opportunity to be college and career ready just as their peers in more affluent areas.

I strongly support the changes to be implemented through the SIG process including extended instructional time, sustained professional development for teachers, and rigorous teacher evaluations. Please give thoughtful consideration to the East St. Louis School District 189 SIG application and accept my endorsement for awarding them the grant.

Sincerely,

Susan Sarfaty
Regional Superintendent of Schools
St. Clair County

1000 South Illinois Street, Belleville, IL 62220-2537, Phone: 618/825-3900, Fax: 618/825-3999, TDD: 618/825-3900
East St. Louis Branch

2149 Missouri Avenue
East St. Louis, IL 62205
Ph (618) 271-4608  Fax (618) 271-9017

May 5, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

Dear Superintendent Koch:

The East St. Louis NAACP is pleased to provide support of the School Improvement Grant (SIG) proposal to transform East St. Louis Senior High School. The academic achievement, graduation, and college acceptance rate of our students is unacceptably low and does not reflect the talent and abilities of our children.

Lack of resources is a major reason for our children's lack of success, but other reasons include the need for change in the way that they are educated. Our students need more time for instruction, teachers who are trained in differentiated instruction, and a culture that does not accept academic failure. The SIG provides the opportunity to make these systemic changes. The $6,000,000 funding over three years is not just an enhancement for East St. Louis Senior High School, it is a lifeline.

The NAACP currently partners with the School District to provide enrichment opportunities for students such as essay and talent contest and scholarships. We are willing to work with the district and make sure that our resources align with the goals of the SIG.

The East St. Louis School District has new leadership this year, and I have great confidence in Superintendent Arthur Culver to make decisions that are in the best interests of our students and will improve their educational outcomes. Superintendent Culver will ensure that the SIG is appropriately implemented and that all are held accountable for student achievement. I urge you to award the SIG to the East St. Louis School District 189 in order to transform East St. Louis Senior High School into a culture that only accepts success.

Sincerely,

Reverend Johnny Scott
President, ESL NAACP
May 8, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

Dear Superintendent Koch:

I am writing to express my strong support of the School Improvement Grant (SIG) submitted by East St. Louis School District 189 to upgrade significantly East St. Louis Senior High School. As Mayor of the City of East St. Louis, I am a daily witness to the social ills caused by lack of education and poverty. Our community is working hard to rebound from decades of economic depression, and our children must have strong academic skills to succeed in college or in a career. The graduation rate of 69.6 percent indicates that we are losing many of our young people and the potential that they have to succeed and to improve their community.

The SIG will allow East St. Louis Senior High School to experience many of the resources found in more affluent communities. The staffing, professional development, and family engagement opportunities in the SIG will allow the school to make the systemic changes necessary for success.

Superintendent Arthur Culver and his staff will do a very creditable job in implementing the SIG effort, and deserve the opportunity to execute.

The City and the School District already have a working partnership for Resource Officers, and we will continue to work together for the children of our community and to ensure the successful implementation of the SIG. Please give your careful consideration to awarding the SIG to East St. Louis School District 189.

Sincerely,

Alvin L. Parks Jr.

Alvin Parks
Mayor
City of East St. Louis
May 7, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
120 North First Street
Springfield, Illinois 62706

Dear Superintendent Koch:

Please accept my unqualified support for the School Improvement Grant (SIG) submitted by East St. Louis School District 189 on behalf of East St. Louis Senior High School. I had the privilege of serving as Interim Superintendent of East St. Louis School District last year when the district entered into an Intergovernmental Agreement with ISBE in order to improve student outcomes, provide fiscal stability, and meet many dedicated and talented individuals, but I encountered a system that was systemically broken. There was much work to be done, and as an interim superintendent, I could only begin the change process.

Fortunately, ISBE supported me by sending Arthur Culver, who hit the ground running and immediately began making suggestions that enabled me to make twice as much progress in a short period of time. Wisely, the Board of Education and ISBE appointed Arthur as permanent superintendent. I have watched with great pride as Superintendent Culver has continued the work that I started and has made real systemic change very quickly. Employees are now hired by an objective application and interview process, finances are carefully scrutinized for their impact on student achievement, and all resources are focused on children.

The timing is optimal to fund a SIG for East St. Louis Senior High School. There has been a culture shift to making decisions for children instead of adults. I have great confidence that the awarding of the SIG for ESL Senior High School will continue this process and provide a catalyst to change student outcomes. At this time, East St. Louis School District 189 has the best leader, the commitment, and the talent to implement the SIG in a manner that will bring credit to the district, improvements sought by ISBE, and most importantly, increased achievement for students. Please strongly consider funding the SIG for East St. Louis School District 189.

Sincerely,

[Signature]

Ted Deets
Former Interim Superintendent for East St. Louis School District 189
May 8, 2012

Superintendent Arthur Culver
East St. Louis School District 189
1005 State St.
East St. Louis, IL 62201

Re: East St. Louis District 189 School Improvement Grant

Dear Superintendent Culver:

On behalf of American Institutes for Research, I am pleased to confirm our intent to support the work of East St. Louis School District 189 as the lead partner for the transformation of East St. Louis High School. This letter confirms our commitment to this effort.

We have been impressed with the level of commitment that the district and teachers have put forth in the preparation of this grant application. The district has demonstrated a willingness to commit internal resources and make difficult choices in order to implement a transformation that will improve the lives of the children of East St. Louis. We already have built a strong, trusting relationship with the district team and are excited about the opportunities that the School Improvement Grant will provide.

The time is right for this district, and we are fully committed to being a part of the transformation. Our work can commence upon award notification from the state.

I look forward to the work and the outcome of your efforts.

Sincerely,

Gina Burkhart
Executive Vice President
Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am pleased to endorse the East St. Louis School District 189 as a recipient of the School Improvement Grant (SIG). This funding opportunity targets students at East St. Louis Senior High School who have been without the resources for academic success for several years. The students, the families, and the staff at the school are eager for reform and will embrace systemic change.

The administrative capacity at the District level has increased significantly with the recent hiring of a veteran superintendent and an executive team with experience in transforming schools. The support that they will provide enhances the high school's ability to make significant reforms. The change process will be led by a new principal, who is being hired based on the competencies to change student outcomes.

Superintendent Arthur Culver has assured me, and I agree that East St. Louis High School students can meet the same high standards as their peers in more affluent areas. The SIG will provide the opportunity to change a pattern of failure that has prevented many able students from being college and career ready.

The addition of instructional time for students, sustained professional development for staff, and a rigorous teacher evaluation system are some of the changes that will help to transform East St. Louis High School. I appreciate your careful consideration of the East St. Louis High School application, and I look forward to seeing students benefit from the reforms available through the SIG.

Sincerely,

[Signature]

Senator James Clayborne
May 8, 2012

Dr. Christopher Koch
State Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Dr. Koch,

I am writing in support of East St. Louis School District 189's grant application for the U.S. Department of Education's School Improvement Grant (SIG).

If funded, this grant will support East St. Louis High School, one of the lowest performing schools in Illinois, by improving professional development for staff, developing additional instructional time for students, and implementing a more rigorous teacher evaluation system. Combined, these improvements will better student outcomes.

This funding will greatly enhance the school's ability to implement robust and comprehensive reforms, assisting East St. Louis in its goal of ensuring every student is challenged and able to reach their full academic potential.

As a nation, one of our most fundamental priorities should be ensuring all students have access to a quality education. A well-rounded education sets an individual on a path to success and drives our nation's competitive edge in the global economy. As we continue this effort, it is critical we focus on those schools most in need of improvement.

I appreciate your careful consideration of this application, and I look forward to seeing students benefit from the reforms this grant will make possible.

Thank you,

Jerry F. Costello
Member of Congress

JFC/ks
Office of the President
2500 Carlyle Avenue • Belleville, IL 62221-5899
800-222-5131, ext. 5247 • 618-235-2700, ext. 5247 • Fax 618-641-5008

May 8, 2012

Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

I am pleased to support the East St. Louis School District 189 as a recipient of the School Improvement Grant (SIG). This funding opportunity targets students at East St. Louis Senior High School who have been without the resources for academic success for several years. The students, the families, and the staff at the school are eager for reform and will embrace systemic change.

The support that they will provide enhances the high school's ability to make significant reforms. The SIG will provide the opportunity to change a pattern of failure that has prevented many able students from being college and career ready.

The addition of instructional time for students, sustained professional development for staff, and a rigorous teacher evaluation system are some of the changes that will help to transform East St. Louis High School. I appreciate your careful consideration of the East St. Louis High School application, and I look forward to seeing students benefit from the reforms available through the SIG.

Sincerely,

Georgia Costello, Ph.D.
President
May 7, 2012

Christopher A. Koch, Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Dear Superintendent Koch:

As President of the Board of Education of the East St. Louis School District 189, I urge you to fund the School Improvement Grant (SIG) application submitted by the District on behalf of East St. Louis Senior High School. The outcomes of our students do not currently reflect our expectations for their success. Changes need to be made in the culture of the school and in the policies and practices that guide the instruction.

The SIG not only offers financial resources, it offers a catalyst to make systemic change. In addition to the SIG, we are beginning negotiation of a new teacher contract that will align teacher evaluation and hiring with the new requirements of SB 7. This opportunity is perfectly timed to compliment the SIG implementation.

We are currently hiring a new high school principal, and I have confidence that Superintendent Arthur Culver will recommend a candidate with the ability to transform East St. Louis Senior High School. The need is great, the timing is perfect, and the Board is willing to assist the Superintendent in making changes to improve student outcomes. Please give careful consideration to our SIG application, which will make a positive impact on the lives of thousands of our state’s most deserving students.

Sincerely,

[Signature]
Lonz Greenwood
President of the Board of Education
Handout 5: Needs Analysis CapacityRubrics

1.2 NEEDS ANALYSIS: TEACHERS AND LEADERS***

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Number of Points Criteria #2: /10
I.3 NEEDS ANALYSIS: INSTRUCTIONAL SUPPORT

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Number of Points Criteria #3: /10
I. 4 NEEDS ANALYSIS: TIME AND SUPPORT***

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Number of Points Criteria #4: /10
### 1. 5 NEEDS ANALYSIS: GOVERNANCE***

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Number of Points Criteria #5: /10
APPENDIX E

MEMORANDUM OF UNDERSTANDING (MOU)
Memorandum of Understanding—Teacher’s Council

This Memorandum of Understanding (MOU) is entered into by the Board of Education of Cahokia District #287 (Board) and the Cahokia Commonfields Federation of Teachers, Local 1272 (Union) and amends the current collective bargaining agreement (Contract) between the parties effective from July 2, 2011 through June 30, 2012. This MOU is made in response to the provisions of the 1003g School Improvement Grant funding and the required key components of the grant.

Except as modified by the provisions of this MOU, the provisions of the Contract and any successor contract entered into by the parties shall be binding on the parties and all of the benefits and protections set forth in the in the Contract or any successor contract shall accrue to the benefit of bargaining unit members assigned to Cahokia High School and/or any other school identified by the state as a Tier I/U school for FY 2013 (therefore eligible for the grant). The two work sites included in the grant eligible schools are Freshman Academy and Main Campus and shall henceforth referred to as Cahokia High School. Cahokia School of Choice does not fall under the terms of this memorandum since they are not eligible to receive the SIG grant. To the extent that any provision of the Contract or any successor contract is in conflict with this MOU, this MOU will govern for bargaining unit members assigned to Cahokia High School. The term of the MOU shall be for the duration of the 1003g School Improvement Grant which the district has applied for under FY 2013 terms. This MOU will be implemented only if the 2003g School Improvement Grant is awarded to Cahokia High School.

With respect to the operation of Cahokia High School and the rights and responsibilities of bargaining unit members assigned to Cahokia High School, the following numbered provisions shall govern and shall supersede any provision in the Contract or successor contract that is in conflict therewith.

1. Definitions—“School Work Day” may not apply to bargaining unit members assigned to Cahokia High School. The contract provides that the day shall not exceed seven (7) clock hours. The Union and the District agree to increase the student’s attendance time. If this results in any additional time in the member’s school work day, the member will be compensated for any extra time that is added to the 7 hour day. The members will be compensated at a rate of $4000 per year for every certified member and at a rate of $2000 per year for paraprofessionals. The extra time worked is not to exceed 55 minutes per day. The hours worked by every member must be consecutive. Collaborative time must be scheduled within the member’s work day or compensated at an hourly rate when occurring outside the member’s workday.

2. Article 12-New Teacher Assistance—A portion of the grant money will be used to implement a state approved Induction/mentoring program. This program shall be designed and implemented jointly by the Union and the District.

3. Article 22-Job Posting and Bidding—In order to address the grant’s demand for flexibility in the placement of staff, the parties agree to the suspension of bidding into a site specific job for the duration of the grant. Once an individual has bid into a high school department, the administration will have the right to place the individual into a position, location notwithstanding. This is ONLY for the two work sites - Freshman Academy and Main Campus - under the provisions of the SIG 1003g Grant. The two above mentioned work sites will be considered one site, i.e., Cahokia High School. Cahokia School of Choice does not fall under the terms of this memorandum since they are not eligible to receive the SIG grant.
The Union and the District agree to the following:

1. Teacher/Principal Evaluation—Both parties agree that the primary purpose in developing a new performance evaluation system is to support the development of all teachers' and principals' practice. New performance evaluation systems will be developed for both teachers and principals, which includes both a performance component and a student growth measures component. The teacher/principal performance component will be developed by a joint committee consisting of an equal number of District appointed members and Union appointed members. The committee shall come to consensus over the new performance component. The teacher performance component shall use the state default model (based on the Charlotte Danielson Framework for Teaching) as a basis. The new evaluation system (performance and student growth) shall be implemented per the SIG grant timelines (12-13 development, 13-14 pilot, and 14-15 full implementation) only at Cahokia High School, if and only if evaluators and staff have been trained in the new system and inter-rater reliability among evaluators has been established. We further agree that the student growth measures component of the new evaluation system will incorporate both data and indicators of student growth. The student growth measures component of the new evaluation system will also be developed by the joint committee, per the requirements of Public Act 96-0861, Section 24A-4 and any applicable state administrative rules. Both evaluators and staff will be trained in the new evaluation system prior to the start of the 2013-2014 school year.

2. Advisory Committee—The District and the Union agree to create an Advisory Committee at Cahokia High School. The committee shall consist of an equal number of appointees from both the Union and the District. The committee shall have two students (one chosen by the District and one by the Union) and two parents (one chosen by the District and one by the Union). The purpose of the committee is to serve in an advisory capacity to the principal and to help address issues or problems that may arise during the duration of the MOU. The committee shall meet once a month at a time and place mutually agreeable to committee members.

3. The SIG grant requires that many of the decisions affecting Cahokia High School are to be made at the building level by the principal. Since there is an individual principal assigned to each of the two sites, only one principal should be given final decision making authority. Prior to implementing the grant, the District will formally notify in writing the Union and all teachers/staff working in Cahokia High School which principal has been designated as the final decision making authority.

4. In order to encourage employees to continue their work at the SIG schools, the following incentive programs will be instituted: a collaborative planning period for departments, an induction mentoring program to be developed with the Union, and training
through AFT's ER&D programs. In order to address the financial incentives part of the SiG grant, the parties agree to a pay for performance plan that would go to the entire staff at the High School. This plan could be based on a combination of factors such as attendance rate, graduation rate (based upon an agreed to formula), parent contacts, and test results that measure student growth. Targets in these areas would need to be agreed upon and set as benchmarks. This plan would be set into place during the second year of the grant and then reviewed at the end of the second and third years of the grant. Growth targets may need to be reassessed. In addition, certified staff and paraprofessionals will receive the stipend payment addressed in the "School Work Day" section of the MOU on page 1.

5. The District and the Union agree to enter into discussions beginning in the 2012-2013 school year in order to explore methods to continue the extended learning time beyond the expiration of the SiG 1003g grant.

[Signatures]

For the Union

[Signature]

For the District

[Signature]

5/11/12
Date

5/11/12
Date
requirements of this & other grants, the State & Federal Grant Administration Policy & Fiscal Requirements & Procedures, & district policy.

The district & union, which represents teachers & all support personnel, engaged in ongoing meetings & a meaningful exchange of ideas to establish & implement a system providing additional operational flexibility to the principal in the areas of staffing, placement, & evaluation of teachers, as well as to extend the school day & student learning time. Currently, the collective bargaining agreement provides for teacher bidding on open positions based on seniority with proper certification, & it also establishes a defined number of hours in the school day. The district & union have negotiated changes to the collective bargaining agreement through a Memorandum of Understanding for CHS (Appendix E) to provide for an extended school day with increased student learning time & teacher collaboration & common plan time; the most effective placement of teachers & staff, & for an evaluation system to be developed & implemented that aligns with new state legislation, which incorporates data & indicators of student growth, teacher performance, observations, & other elements, & which is designed to provide early feedback & opportunities for improvement, to reflect performance over a specified period, & to provide for the professional growth of all personnel. A committee composed of the new Lead Principal, the union president, teachers & staff, & the Transformation Project Manager, with input from the Acting Superintendent & Lead Partner has developed an effective extended time schedule for implementation beginning the 2012-2013 school year. This extended school day, with substantially increased learning time for all students & time for common planning, collaboration, & professional development, has widespread support among stakeholders (see Appendix F for extended day schedule & Letters of Support Appendix C).

The district will examine & strengthen its staffing plan to include early identification of staffing needs, aggressive recruitment, early effective interviews, & participation at career fairs; will strengthen relationships with universities to have access to recruit top new graduates; & will develop & implement hiring & retention incentives that will lead to the hiring, placement, development, & retention of highly
Certification, leader mentor program, continuing education program, & professional development all provide opportunities for promotion & career growth. Flexible working conditions: Departmental common plan time built into the school day; early student release time twice a month for 2½ hour collaboration & PD; & the employment of permanent substitute teachers for classroom continuity are strategies that will be implemented for this element. (see Appendix E - MOU).

6. INCREASED LEARNING TIME:

During 2011-2012, instructional time for all CHS students was increased by 45 minutes by eliminating an “advisory” period from the daily schedule. Observation & evaluation had shown this was essentially wasted time with little student engagement on educational tasks. This additional time has been used for remediation, credit recovery, targeted interventions with literacy & math assistants, & state assessment preparation.

An extended day schedule has been developed by a committee composed of the new Lead Principal, the union president, teachers & staff, & the Transformation Project Manager, with input from the Acting Superintendent & Lead Partner. This will be implemented at the start of the 2011-2012 school year. The school day will be extended by an additional 45 minutes for all students & teachers; each of the 7 class periods for core & other subjects will increase from 45 to 51 minutes, which teachers indicate will benefit student learning. The total 87 minutes of additional instructional time over the 2010-2011 school year results in an increase of instruction time of 32.2% (see Appendix F extended School Day & Mock Schedule). A full period of the extended day will be strategically used for targeted instruction with content developed by instructional coaches; intervention provided by teachers & the literacy & math assistants; remediation; credit recovery; state assessment preparation; & enrichment activities. Student performance data will be reviewed weekly by the School Leadership Team & bi-weekly by the Instructional Team to monitor progress, determine course corrections, & note success. For students meeting academic requirements, opportunities for enrichment activities will be offered. The extended day will afford opportunities to increase course offerings in core subjects, & others such as
music, art, & vocational classes, & more AP & dual-enrollment classes. The schedule will provide for
time to be banked; & twice a month there will be early student release with corresponding 2 ½ hour
mandatory teacher collaboration & professional development activities planned. Teachers in each
department will have a common plan time built into the school day, & job-embedded professional
development will also be built into the schedule. The Lead Partner will provide leader training during the
summer, assistance in developing the courses & activities for the extended day, & will provide the job-
embedded professional included in the plan.

CHS will continue to offer summer school classes, a summer Jump-Start program for identified
incoming freshmen, & after-school academic lab for student support.

The district supports the extended school day for CHS & the activities it provides. The MOU
provides for a stipend to paid to staff for the additional time. The district will provide resources such as
learning material & supplies, & new transportation schedules to implement the change.

7. DATA USE FOR COMPREHENSIVE, RESEARCH-BASED INSTRUCTION

The district will provide a comprehensive integrated student data system to drive instruction,
interventions, transitions, & professional development. Teachers & staff will receive professional
development training & instructional coaching on the effective analysis & use of student data. Teachers
& staff will also receive professional development training & instructional coaching on research-based
instructional programs & strategies, including targeted interventions & differentiated instruction. An
emphasis will be placed on programs & strategies that research shows to be effective in other schools
with similar student populations. The Special Education Department will provide support & services with
assessment data, IEP accommodations, & interventions. The Instructional Team, with support from
district curriculum department, the lead partner & consultants such as Charles Crouse (English) & the
Cathy Carter-Shide (math) will align the research-based instructional programs to the curriculum &
assessments. The curriculum will be aligned vertically & to common core standards. This will include
development of curriculum maps, scope & sequence, course catalogue with flow chart. The math &