SIG 1003(g) Compiling and Submitting the Application

Cohort 5
Section 1003(g) School Improvement Grant

Cohort 5

Application Submission Deadline:
May 7, 2014, 4:00 p.m.
SIG 1003(g) Bidders’ Webinar Series

1. Introduction to the 1003(g) School Improvement Grant for Cohort 5
2. Pre-Application Needs Assessment
3. Compiling and Submitting the SIG 1003(g) Application
4. Successful Applications by Design
5. Budget Webinar
Agenda

1. Purpose, Eligibility, Grant Cycle
2. Definition of Key Terms
3. Application Development, Submission and Review Cycle
4. Scoring and Selection Process
5. Components and Sequence of the LEA and School Applications
6. Resources and Contacts
1. Purpose, Eligibility, Grant Cycle

• Authorized under Section 1003(g) of the Title I ESEA
• Priority Schools are Eligible to apply
• Applications must demonstrate LEA Capacity and Individual School Readiness
• Competitive grant between $50,000 and $2 million per year, up to three years
2. Definition of Terms

- Priority Schools
- Intervention Models
- LEA Capacity, School Readiness
- Lead Partner
- Key Components
- Data Elements
- Rule of Nine
- Pre-Implementation
Priority Schools

• Title I or Title I eligible school that is
  – Persistently low-achieving over three years in all student groups, based on percent of students meeting/exceeding standards on state tests in reading and math, OR
  – Is a secondary school with an average graduation rate under 60% over three years AND demonstrates lack of progress

• List: http://www.isbe.net/sos/htmls/sip_1003.htm
Intervention Models

• Four models: Turnaround, Transformation, Restart, Closure

• http://www.isbe.net/sos/htmls/sip_1003.htm
  – Introduction to the SIG 1003(g) Grant Webinar
  – Link to the Developing the SIG 1003(g) Needs Assessment
  – Link to the Federal Guidance
  – FY2015 Needs Assessment
Capacity and Readiness

• Capacity – the LEA’s ability to support implementation of the selected intervention model during the grant period and to sustain the reforms at the end of the grant period.

• Readiness – The degree to which the school has implemented structures, policies, practices and associated strategies to enact the intervention model.
Lead Partner

• External Provider is a federal requirement
• Illinois Approved Provider List
• Shares accountability with the LEA for the successful implementation of the selected intervention model
• http://www.isbe.net/apl/default.htm
Pre-Implementation

• Activities associated with preparing for full implementation
• No sooner than July 1, 2014
• Examples:
  – Develop program monitoring
  – Negotiation with Collective Bargaining Unit
  – Instructional Planning
  – Staff recruitment and selection
Key Components

• Federal
  – Requirements assigned to Intervention Model
  – Pre-Implementation

• Illinois State
  – Monitoring Implementation
  – Budget
  – Overall Plan
Data Elements

• 18 Metrics
• Leading and Lagging Indicators
• Trend and growth measures
• Formative, Short Cycle, Benchmark, Summative
• Fidelity Checks
• Progress Monitoring/Program Monitoring
18 Metrics – Appendix C of the Needs Assessment

### Appendix C: SIG 1003 (g) 2011-2017 USDE Data Collection Requirements Leading Indicators and Metrics

The LEA will be required to report these data annually for each of the individual school’s SIG 1003(g) funded year.

It is also expected that the district and school are monitoring these data on a regular basis, including individual student progress monitoring and the implementation of the intervention model.

<table>
<thead>
<tr>
<th>Metric #</th>
<th>Data Group Name</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intervention Used</td>
<td>USDE Required: Turnaround, Restart, Closure, Transformation (If Closure is the selected intervention – this is the only metric which must be provided for Year 1.)</td>
</tr>
<tr>
<td>2</td>
<td>AYP status</td>
<td>Met/Did Not Meet</td>
</tr>
<tr>
<td>3</td>
<td>Which AYP targets the school met and missed</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>School improvement status</td>
<td>Federal Improvement Status</td>
</tr>
</tbody>
</table>
| 5        | Number of minutes | The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate. Example:  
- The regular school year for the school included 176 full-school days and four half-school days that all students were required to attend.  
- The school is in an LEA where a full day is 380 minutes and a half day is 195 minutes.  
- All students had the opportunity to participate in the 80 days of additional learning time provided by the school.  
- The additional learning time lasted 90 minutes per day.  
- The total minutes would be 76,620, calculated as follows:  
  - 176 days multiplied by 380 minutes = 68,840 minutes |
Data Elements

- 18 Metrics
- Leading and Lagging Indicators
- Trend and growth measures
- Formative, Short Cycle, Benchmark, Summative
- Fidelity Checks
- Progress Monitoring/Program Monitoring
Rule of Nine

• Applies to districts with nine or more priority schools, only
• May not have more than 50% of schools funded under the transformation model
• Based on the number of priority schools that the district has, not serves.
3. Application Development, Submission, and Review Cycle

- Pre-Application Activities and Application Development and Submission
- External Evaluators Score Applications
- ISBE Monitors Review Applications for SIG Compliance
- ISBE Submits Recommendations
- ISBE Interviews Top Ranked Applicants and Develops Conditions of Funding

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# Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>LEA/School Submission of Proposals</td>
<td>May 7, 2014</td>
</tr>
<tr>
<td>Evaluators Review Applications</td>
<td>May 19, 2014</td>
</tr>
<tr>
<td>ISBE Begin Review of Key Components</td>
<td></td>
</tr>
<tr>
<td>Top Candidate Interviews</td>
<td>June 6, 2014</td>
</tr>
<tr>
<td>ISBE Develops Conditions of Funding</td>
<td></td>
</tr>
<tr>
<td>Recommendations to State Board of Education</td>
<td>June 18-19, 2014</td>
</tr>
<tr>
<td>Notification of Award and Conditions of Funding</td>
<td>July 1, 2014</td>
</tr>
</tbody>
</table>
4. Scoring and Selection Processes

• Rubric, Appendices C and D: Criteria, Sub-criteria, Weighted sub-criteria
• LEA Capacity and School Readiness
• Scoring and Ranking Processes
• Scoring Criteria for the LEA Portion
• Scoring Criteria for the Individual School Portion
# LEA Capacity

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Criteria</th>
<th>Number of Points Possible</th>
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</thead>
<tbody>
<tr>
<td>I. Overview and Rationale</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>II. Proposed Activities</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>III. Timeline and Budget</td>
<td>2</td>
<td>20</td>
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<tr>
<td><strong>Total Possible</strong></td>
<td></td>
<td><strong>160</strong></td>
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# Individual School Readiness

<table>
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<tr>
<th>Section</th>
<th>Number of Criteria</th>
<th>Number of Points Possible</th>
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</thead>
<tbody>
<tr>
<td>I. Preparation and Commitment</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>II. Proposed Activities</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>III. Staffing, Timeline, and Budget</td>
<td>3</td>
<td>30</td>
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<tr>
<td>Total Possible</td>
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<tr>
<td></td>
<td>STRONG 10 points</td>
<td>MODERATE 5 points</td>
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<td>---</td>
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</tr>
<tr>
<td>A</td>
<td>Description is strong and specific.</td>
<td>...described with moderate detail.</td>
</tr>
<tr>
<td>B</td>
<td>The [intervention] will substantially support the district's ability to...</td>
<td>The [intervention] will moderately support the district's ability to...</td>
</tr>
<tr>
<td>C</td>
<td>Evidence of approval is provided in the form of a signed MOU</td>
<td>Evidence of approval is provided in the form of signed letters</td>
</tr>
</tbody>
</table>
Scoring Process

• Evaluators assign discrete scores for each criteria: 10, 5, 2, 0

• Applications with Capacity scores of 50% or more of total possible make the first cut.
Ranking Process

• Eligible scores may be given 10 additional readiness points
  – Not previously funded
  – Previously funded and showed improvement in achievement, attendance, and graduation rate, if applicable

• Schools are ranked by readiness score

• Top ranked schools are recommended and invited to interview
Funding Recommendations

• Recommendation made according to ranking and available funds
• No one district may receive more than 50% of funds
• Finalists are notified and interviewed
• Conditions of Funding, Budget, Goals/Objectives and Strategies Revisions
• eGrant System
5. Components of the LEA and School Applications

- LEA Application,
- School 1 Application,
- School 2 Application,
- And so on
Your Team Will Need The Following Documents…

- SIG 1003(g) RFP
- Pre-Application Needs Assessment
- Packet of SIG 1003(g) Secured PDF forms
LEA Documents

• SIG 1003(G) Secured Forms – Attachments 1-13
• Appendices - Supplied by the LEA
• Pre-Application Needs Assessment – Part III
Individual School Documents

- SIG 1003(G) Secured Forms – Attachments 14-18
- Appendices – Supplied by the School
- Pre-Application Needs Assessment – Parts I and II
Sequence of LEA Documents
ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
100 North First Street, N-242
Springfield, IL 62777-0001

DUE DATE
MAY 7, 2014

FY 2015
SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)
DISTRICT APPLICATION COVER PAGE

Directions: Submit 1 original application and 1 CD. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

<table>
<thead>
<tr>
<th>NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL</th>
<th>REGION, COUNTY, DISTRICT, TYPE CODE</th>
<th>DISTRICT NOES ID. #</th>
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<tbody>
<tr>
<td>TITLE OF AUTHORIZED OFFICIAL</td>
<td>SIG 1003(g) PROGRAM CONTACT</td>
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<tr>
<td>DISTRICT NAME AND NUMBER</td>
<td>TITLE OF PROGRAM CONTACT</td>
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<tr>
<td>E-MAIL SUPERINTENDENT/AUTHORIZED OFFICIAL</td>
<td>E-MAIL SIG 1003(g) PRIMARY CONTACT</td>
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2013 DISTRICT FEDERAL ACADEMIC STATUS:

I certify that the authorized official and program person identified above are authorized to act on behalf of the institution with regard to the School Improvement Grant (SIG) - Section 1003(g).
LEA – Intervention Model Selection for Priority Schools  (Attachment 2)

<table>
<thead>
<tr>
<th>DISTRICT NAME AND NUMBER</th>
<th>REGION, COUNTY, DISTRICT, TYPE CODE</th>
<th>DISTRICT NCES #</th>
<th>SOURCE OF FUNDS CODE</th>
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<th>SCHOOL NAME</th>
<th>NDEE ID #</th>
<th>INTERVENTION</th>
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<th>LEAD PARTNER</th>
<th>ISBE Approval Status</th>
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LEA – Eligible But Not Served
(Attachment 3)

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>SCHOOL NCES ID #</th>
<th>REASON FOR NOT SERVING</th>
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</table>

- Rule of Nine
LEA Certifications and Assurances (Attachments 4-9)

- Program Specific Terms of the Grant (4)
- Certification and Assurances (5)
- Certifications Regarding Debarment (6)
- Certificate Regarding Lobbying (7A-C)
- GEPA (8)
- FFATA (9)
LEA Goals and Objectives
(Attachment 10)

• Must have at least 2 goals:
  • One Reading Goal
  • One Math Goal
LEA – Three-Year Budget Summary (Attachment 11)

<table>
<thead>
<tr>
<th>DISTRICT NAME AND NUMBER</th>
<th>REGION, COUNTY, DISTRICT, TYPE CODE</th>
<th>DISTRICT NCES I.D. #</th>
<th>SOURCE OF FUNDS CODE</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>4339 -15</td>
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</table>

**Directions:**
- LEA Budget Amounts Year 1 - provide the total of Attachment 12A (Full Implementation), Year 2 and Year 3 - based on projected costs.
- Individual Schools Year 1 - provide the total for each individual school of Attachment 16 (Full Implementation), Year 2 and Year 3 - based on projected costs.
- Note: Use whole dollars only. Omit commas and decimal places.

<table>
<thead>
<tr>
<th>LEA and Individual Schools</th>
<th>Year 1 Budget</th>
<th>Year 2 Budget</th>
<th>Year 3 Budget</th>
<th>Three-Year Total</th>
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<tbody>
<tr>
<td>LEA Budget Amounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Schools</td>
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<td></td>
</tr>
</tbody>
</table>

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LEA – Comprehensive Budget

Summary of all LEA and all schools’ budgeted costs
LEA – Budget and Detail  
(Attachments 12A, 12B)

### ATTACHMENT 12A

**FEDERAL BUDGET SUMMARY**

**FY 2015**

**SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1002(g)**

**Use whole-dollar only.**

**District Name and Number:**

**Region, County, District, Type Code:**

**District Name ID:**

**Source of Funds Code:**

**Program Approval Date and Fiscal Year:**

**Submittal Date:**

**End Date:**

**Projected Budget – 2014-2015**

**TOTAL FUNDS**

<table>
<thead>
<tr>
<th>DIRECT FUNDS</th>
<th>INDIRECT FUNDS</th>
<th>TOTAL</th>
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</thead>
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</table>

**Contingency Funds Breakdown**

### ATTACHMENT 12B

**LEA BUDGET SUMMARY BREAKDOWN**

**District Name and Number:**

**Region, County, District, Type Code:**

**District Name ID:**

**Source of Funds Code:**

**Program Approval Date and Fiscal Year:**

**Submittal Date:**

**End Date:**

**Projected Budget – 2014-2015**

**TOTAL FUNDS**

<table>
<thead>
<tr>
<th>FUNCTION NUMBER</th>
<th>EXPENSES (1)</th>
<th>EXPENSES DESCRIPTION AND DETAIL (2)</th>
<th>SALARIES (3)</th>
<th>BENEFITS (4)</th>
<th>SERVICES (5)</th>
<th>MATERIALS (6)</th>
<th>TOTAL (9)</th>
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</tr>
</tbody>
</table>
LEA Narrative
(Attachment 13)

- Describes the actions the LEA has taken, or will take to support the implementation of the school intervention model in participating schools
- Narrative structure follows the structure of the rubric criteria exactly
- LEA and school narratives must be written in the interactive PDF attachments that are provided with the application
LEA Narrative - Formatting

- DO NOT Scroll!
- Text will not wrap to the next page, and will be lost!
LEA Narrative - Formatting

• Be concise, clear, and specific

• Organize and sequence according to the RFP elements, e.g.
  II.1 Recruitment and Selection of the Principal
  A...B...C...D...E...F...

• Maximum of 20 pages, 11 point font

• Cross reference all appendices, e.g.
  (see LEA Appendix II.1 - Recruitment)
LEA Narrative – Section II, Proposed Activities

II.1 Recruitment and Selection of the Principal
II.2 Operational Flexibility
II.3 Evaluation System
II.4 (Turnaround) Placement of Teachers and Staff
II.4 (Transformation) Incentives to Identify and Reward Increased Student Achievement
II.5 Incentives for Recruitment and Retention
II.6 Extended Time (Actual Increase)
LEA Narrative - Section II, Proposed Activities

II.7 Alignment of Standards
II.8 Governance
II.9 Selecting the Lead Partner
II.10 Sustainability Planning
II.11 Pre-Implementation
II.12 Monitoring

III.2 Timeline
LEA Appendices

• Table of Contents is recommended
• Cross-Reference
  – Reference the Appendix within the Narrative
  – Index appendices by Narrative section (e.g. II.A.4)
• Number every page consecutively
LEA – Needs Assessment, Part III

District Level Capacity Analysis

- Teachers and Leaders
- Instructional Support Strategies
- Time and Support
- Governance
Sequence of Individual School Documents

- Complete one set of documents for each school within the district that is applying for the grant

- Duplicate these forms as necessary
School – Cover Page
(Attachment 14)

<table>
<thead>
<tr>
<th>DISTRICT NAME AND NUMBER</th>
<th>REGION, COUNTY, DISTRICT, TYPE CODE</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>NAME OF SCHOOL PRINCIPAL</th>
<th>SCHOOL NAME</th>
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<th>FAX (Include Area Code)</th>
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<table>
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<th>SIG 1003(g) PRIMARY CONTACT</th>
<th>TITLE OF SIG 1003(g) PRIMARY CONTACT</th>
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<th>TELEPHONE (Include Area Code)</th>
<th>FAX (Include Area Code)</th>
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<tr>
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<table>
<thead>
<tr>
<th>INDIVIDUAL SCHOOL INFORMATION</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>2013 SCHOOL YEAR FEDERAL ACADEMIC STATUS</th>
<th>2013 SCHOOL YEAR STATE ACADEMIC STATUS</th>
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<tbody>
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<table>
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<tr>
<th>Selected Intervention Model</th>
<th>Turnaround</th>
<th>Restart</th>
<th>Transformation</th>
<th>Closure</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
School – Strategies
(Attachment 15)

- Align with LEA Goals/Objectives
- Evidence of Improvement
- Frequency
- Responsible Entity
School Budget Summary and Detailed Breakdown
(Attachments 16 and 16A)

- Individual School Budget Summary
- Individual School Budget Breakdown
School Narrative (Attachment 17)

In case you’ve forgotten…

DO NOT SCROLL!
School – Narrative
(Attachment 18)

• Describes the actions the school has taken, or will take to implement the intervention model.
• Narrative structure follows the structure of the rubric criteria exactly
• 11 Point Font; Follow outline headings
• Total, including headings, may not exceed 15 pages
• Cross-reference all school level appendices
School Narrative – Section I, Preparation and Commitment

- I.1 Administration of Needs Assessment
- I.2 Level of Commitment
- I.3 Stakeholder Communication
School Narrative, Section II, Proposed Activities

II.1 Use of Extended Time
II.2 Data Driven Decision Making (Climate and Culture)
II.3 Data Driven Decision Making (Student Achievement)
II.4 Comprehensive Instructional Reform
School Narrative – Section II, Proposed Activities

II.5 Job-Embedded Professional Development
II.6 Community Engagement
II.7 Role of the Lead Partner
School Narrative – Section III

III. 1 Staffing
III.2 Budget
III.3 Timeline
School Appendices

• Cross-Reference
  – Reference the Appendix within the Narrative
  – Index appendices by Narrative section (e.g. II.A.4)

• Number every page consecutively
School – Letters of Support
School – Needs Assessment, Part I: Team and Process

Part I: Team and Process
Developing a District/School Improvement Team

The district/school improvement team is responsible for organizing and leading the Needs Assessment process. We recommend that the team be comprised of a cross-section of district and school staff involved in district and school improvement, professional development, special education, student services, fiscal matters, union representation, testing and data analysis, curriculum and instruction, and the school board. Parents and other community stakeholders should also be represented on the team. Moreover, participation of the superintendent is essential.

The district/school improvement team should be large enough to get diverse perspectives on the district and the individual school’s efforts, yet small enough to ensure the team can meet regularly to complete the analysis. Research and experience indicate that the process of choosing a school improvement model needs the strategy itself in importance for successful change. Involving school teams—with the current school leader, staff, parents, and others who have a large stake in each school’s success—will enhance the enthusiasm and engagement of the stakeholders. Involving school teams with the current school leader, staff, parents, and others with a large stake in each school’s success—will enhance the enthusiasm and engagement of the stakeholders.

District/School SIG 1003(g) Improvement Team Membership

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE/POSITION</th>
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ILLINOIS STATE BOARD OF EDUCATION
System of Support and District Intervention Division
150 North First Street, Room 240
Springfield, IL 62777-9001

FY 2015 School Improvement Grant – Section 1003(g)
Pre-Application Needs Assessment Process
LEA/School Stakeholders Consultation Confirmation

Instructions: To verify active stakeholders engagement in the FY 2015 SIG 1003(g) pre-application Needs Assessment, complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2015 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER
REGION, COUNTY, DISTRICT TYPE CODE
NAME OF SCHOOL

DATE OF MEETING
LOCATION OF MEETING

PURPOSE OF MEETING

PARTICIPANTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE/POSITION</th>
<th>REPRESENTING</th>
<th>SIGNATURE</th>
<th>DATE</th>
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School – Needs Assessment, Part II: School Performance and Data Analysis

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<th>DISTRICT NAME AND NUMBER</th>
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### Part II. School Performance - Data and Analysis

<table>
<thead>
<tr>
<th>Context</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<tbody>
<tr>
<td>1. Grade levels currently served (e.g., 9-12)</td>
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<tr>
<td>2. Total enrollment</td>
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<td>3. % Free/Reduced Lunch Students</td>
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<td>4. % Special Education Students</td>
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<tr>
<td>5. % English Language Learners</td>
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<td>6. Home Languages of English Language Learners (list up to 3 most frequently represented)</td>
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7. Briefly describe the neighborhoods and communities served by the school.

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School – Additional Stakeholder Consultation Forms

<table>
<thead>
<tr>
<th>DISTRICT NAME AND NUMBER</th>
<th>REGION</th>
<th>COUNTY</th>
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<th>DATES AND TIME OF MEETING</th>
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**PURPOSE OF MEETING:**

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<tbody>
<tr>
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</table>

- **Print**
- **Reset Form**
Application Submission

- 1 Paper Original, 1 CD

Mail to:
Janice Hibbert
Illinois State Board of Education
Division of System of Support & District Intervention, N-242
100 North First Street
Springfield, Illinois 62777-0001
Hand Deliver To:

Springfield Office
Information Center
(1st Floor)   
100 North 1st Street
Springfield, IL 62777

Chicago Office
Reception
100 West Randolph St.
Suite 14-300
Chicago, IL 60601

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Resources

ISBE School Improvement Grant Webpage
http://www.isbe.net/sos/htmls/sip_1003.htm

ISBE Lead Partner Webpage
http://www.isbe.net/apl/default.htm

Links to Resources
http://www.isbe.net/sos/htmls/sip_1003_resources.htm
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