

**eGrant Management System**

**Printed Copy of Application**

Applicant: CITY OF CHICAGO SD 299

Application: School Improvement Grant (1003g) - 15

Cycle: Original Application

Sponsor/District: CITY OF CHICAGO SD 299

Date Generated: 1/27/2017 10:00:56 AM

Generated By: bobhartwig

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## Overview

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<b>PROGRAM:</b>	School Improvement Grants (SIB) under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by NCLB
<b>PURPOSE:</b>	To provide services to eligible school districts for intensive assistance to schools identified as in need of improvement under section 1116 of the No Child Left Behind (NCLB) reauthorization.
<b>PROGRAM TYPE:</b>	Continuation of a federal competitive grant
<b>FUNDING:</b>	<b>Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.</b>
<b>CSFA NUMBER:</b>	586-44-0434
<b>CFDA NUMBER AND NAME:</b>	84.377 NCLB Title I Section 1003(g) School Improvement Grant (SIG)
<b>GATA INFORMATION:</b>	<a href="#">Grant Accountability and Transparency Act (GATA) website</a> <a href="#">GATA Rules</a> <a href="#">GATA Legislation</a> <a href="#">Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200)</a>
<b>LEGISLATION:</b>	<a href="#">Elementary and Secondary Education Act of 1965, as amended: Title I, Part A, Section 1003(g)</a>
<b>REGULATIONS/GUIDANCE:</b>	<a href="#">Federal Register - 2010</a> <a href="#">Federal Register - 2015</a>
<b>OTHER RESOURCES:</b>	<a href="#">Program Specifications</a> <a href="#">USDE Guidance for the School Improvement Grant - February 2011</a> <a href="#">USDE Guidance for the School Improvement Grant - March 2015</a>
<b>APPLICATION DUE DATE:</b>	Within 30 days of the application release for a July 1 start date
<b>AMENDMENT DUE DATE:</b>	Prior to obligation of funds and not later than 30 calendar days prior to the end of the program
<b>GRANT PERIOD:</b>	July 1 through June 30 each year
<b>BEGIN DATE:</b>	Within 30 days of the application release for a July 1 start date OR the submission date of the original application
<b>END DATE:</b>	June 30 unless an extension is approved on the District Information page
<b>EXPENDITURE REPORTS:</b>	Quarterly cumulative expenditure reports and a final completion report are required.

**Program Contact Person:**

Last Name*	First Name*	Middle Initial
<input type="text" value="Koylass"/>	<input type="text" value="Tabatha"/>	<input type="text"/>
Address 1*		
<input type="text" value="42 West Madison"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4 *
<input type="text" value="Chicago"/>	<input type="text" value="IL"/>	<input type="text" value="60602"/>
<input type="text"/>		
Phone*	Extension	Fax
<input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="2336"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Summer Phone *	Extension	Email*
<input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="2336"/>	<input type="text"/>	<input type="text" value="tkoylass@cps.edu"/>
NCES Number*		
<input type="text" value="1709930"/>		

- ☒ Check to indicate that the contact person for the budget is the same as the program contact person identified above.
- ☐ Check here to have all IWAS notices sent ONLY to the district administrator. Unless checked, all IWAS notices will be distributed to all the LEA personnel whose name(s) appear on the Application History page. (Not recommended)

**Activity Period:\***

- ☐ Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- ☒ Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

**Grant Period:**

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date:

**Applicant Comments:**

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 7000 maximum characters used)

\*Required field

The Federal Funding Accountability and Transparency Act (31 U.S.C. 6102; P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010 [also see 2 CFR part 170]).

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.\*

**Example of project description:**

Funds will be used to increase student achievement in mathematics and reading through compliance with the federal requirements associated with the specific school improvement intervention model (turnaround, transformation, restart, or closure).

**Project Description (do not use the & symbol):**

[[count] of 255 maximum characters used)

School Improvement Grans assist the lowest performing schools in implementing drastic intervention models in order to substantially raise the achievement of their students in compliance with the Transformation Intervention Model.

**Agency DUNS Number \*:**

[Click here for additional DUNS information](#)

**OR** [Click here if you do not have a DUNS number](#)

**Agency's Annual Gross Revenues\*:**

☐ Yes

☒ No

In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

**AND**

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

**Select the Yes button ONLY if both (a) and (b) are true.**

\* Required field  
v2.16

## Amendments

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Use this page to report any amendment details. If this is an Initial application, you still need to respond to the first question, save the page and continue completing your application.

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Is this an Original application or Amended application? \*

☒ Original Application      ☐ Amended Application

Amendment Number

## Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission. (Limited to 1,500 characters)

([count] of 1500 maximum characters used)

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\*Required field

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Briefly describe your District's progress toward implementation of the ISBE-approved proposed reform strategy during the previous school year of the SIG 1003(g) school improvement efforts by answering the questions below. Within the narrative, incorporate evidence that the SIG funds were used to provide adequate resources to each SIG funded school in your district in order to substantially raise the achievement of the students.

**1. Describe challenges and successes encountered during the previous school year. Indicate for each of the 18 federally required metrics whether or not there has been growth (and how much) or not. If the District collects progress data, please reference that as well. \***

([count] of 7800 maximum characters used)

Cohort 5 has made strides to improve overall performance on a number of metrics, especially reading and math scores, attendance rates, and strengthening culture and climate. This is apparent in the change in attendance and restorative initiatives practiced at all 5 of the Cohort 5 schools. Each school implemented new strategies to combat infractions and increase attendance rates. All schools were proactive in implementing change by adjusting their attendance policies and placing intentional focus on home visits, phone calls home, and student conferences for students who were excessively absent or fell below a weekly attendance rate of 94%. As a result: -Burke's year-to-date attendance percentage is currently 94.3%. This demonstrates an upward trend, as Burke ended the 2015/16 school year at 93.6%, and the year before at 92.2%-Mann finished with an attendance rate of 96.3% during the 2014/2015 school year, which is an increase of 2.2% from the 2013/2014 school year. The student attendance rate at the end of 2015/16 was 95.6%; the decline is due to an increase in student illnesses and car-related injuries. -Attendance rates decreased at Holmes in SY15/16, ending at 93.1% compared to 93.7% in SY14/15. However, with the implementation of restorative attendance policies, attendance increased at the end of the last school year, from 91.16% in Week 30 to 93.1% in Week 35. Holmes appears to be continuing this increase, with a current attendance rate of 95%. -The 2015/16 school year was the first year Marshall HS met the district average attendance rate. -Hirsch HS has seen consistent gains over the past several years, from 68.4% in 2013/14 to 76.8% in 2015/16. This trend is expected to continue for the 2016/17 school year, in which the attendance rate is currently 83.6%. The culture and climate has improved at the majority of Cohort 5 schools, as well. This is attributed to increased ratings on 5Essentials data and teachers becoming more willing to engage in restorative conversations with students, resulting in better managed classrooms. -In 2015, no students were recommended for expulsion. Marshall also moved up in the 5Essentials rankings, going from "not organized" in 2015 to a "well organized" institution in 2016. -Hirsch also witnessed a decrease in infractions due to improved teacher-student relationships. -As a result of an increase in positive classroom environments, Holmes witnessed a 70% decrease in the number of referrals submitted to the Dean of Students from Quarter 1 to Quarter 3. While Holmes saw increases in its 5Essentials scores from 2014 to 2015, its overall rating decreased last year, from "moderately organized" in 2015 to "partially organized" in 2016. -Burke had a 20% decrease in out of school suspensions during SY15/16. In addition, Burke improved its 5Essentials scores in organization, leadership, and family engagement, and in 2016 was rated "well organized" overall. - Unfortunately, student suspensions at Mann increased in the second half of the school year. However, the school projects that increased minutes with social workers and counselors will help to decrease this number. Mann's 5Essentials data has seen steady improvement. Of particular note are the 40-point increase in "school commitment" and 35-point increase in "quality professional development" scores from 2015-16. Increased academic rigor has been another major focus at the Cohort 5 schools. At the high schools, both Marshall and Hirsch have added new programs and curriculum. Marshall added more honors and AP classes and increased the number of students eligible for dual enrollment. The school rating card indicates that Marshall successfully improved in the following areas from 2014 to 2016: Freshmen on Track (74% to 89%, to 93.2%), 1 yr. Dropout Rate (11.2%, 7.6%, to 4.7%), 4-yr. Cohort Graduation Rate (50%, 51.9%, to 41.2%), College Enrollment (27.7%, 45.5%, to 43.8%), College Persistence Rate (44.8%, 48.8%, to 37%), Average Daily Attendance (81.6%, 87%, to 89.6%). Hirsch HS, was able to offer an advanced placement class, AP Studio Art. There are 12 students enrolled in JROTC III and JROTC IV, and one student is currently taking dual enrollment classes. Hirsch also implemented a section of One Goal to Juniors, while Seniors are preparing for college and career through the Senior Seminar course. The Freshmen On-track rate was 83.3% at the end of SY15/16, which is a significant increase from the SY14/15 rate of 51.7%, although the number of freshmen enrolled decreased significantly (by half), and the drop-out rate decreased from SY14-15 12.3% to SY15-16 12.4% (1pt) There have been some academic gains in the elementary schools as well. Both Holmes and Burke witnessed increases in their on-track rates, with Holmes going from 28% at Week 35 of SY14/15 to 41% at SY15/16 Week 35 and Burke going from a 15% to a 24% at the same timeframes. At Week 35 of last school year, 49% of Mann's students were on track; however, many students are still off track due to inconsistent grading practices. This issue has been identified and corrective steps have been put in place for the current school year. Thanks largely in part to SIG grants and initiatives, all of the elementary schools have shown solid gains in reading and math, as outlined by NWEA metrics.

**2. Describe any significant programmatic changes that will take place during the fiscal year. \***

([count] of 7800 maximum characters used)

CPS has taken a more rigorous approach to monitoring and supporting school improvement interventions with the LPP that includes a three-pronged approach: 1) diagnosis, 2) intervention, and 3) continuous monitoring. We have aligned the school and LPP work to all of the ISBE 16 required key components, the 18 metrics, the District's CIWP, ISBE Individual School Strategies and SQRP, and developed a quarterly monitoring system and 5-week dashboard to monitor progress, outcomes and make timely adjustments as needed. At the individual school level, each school will continue with the programmatic initiatives implemented through SIG. As Cohort 5 enters its final implementation year, schools will continue to strengthen those practices that have proven successful, in order to plan for sustaining them post-SIG. There are 3 clear areas of success that Burke has experienced as a result of the use of SIG funds: professional learning leading to increased student academic outcomes, improved student and staff culture, and increased authentic family and community engagement. Due to the implementation of SIG, Burke teachers and staff have had the opportunity to engage in high levels of professional learning, which has led to the implementation of clear instructional frameworks (Understanding by Design, Gradual Release of Responsibility, Balanced Literacy, and technology integration) in all classrooms in the school. The improvement and coherence in teacher practice can be seen in walkthrough rubric data as well as in improved teacher evaluation scores on REACH. Burke has seen clear and consistent improvements in student and staff culture as a result in SIG implementation. SIG funds have provided the personnel who have been able to work with teachers and staff to create a strong and positive sense of community and relationship within the school that previously did not exist. Increased authentic family and community engagement are also clear indicators of Burke's improvement while implementing SIG. Burke has increased both parent and community partnerships, offered more family events, strengthened the Parent Advisory Council, and implemented a Parent Mentor Program that has brought parent support inside the classroom, while also offering parents in the program opportunities for their own leadership and life development. The impact of this can be felt inside the building and in the increased numbers of families who attend events. It can also be seen in current 5Essentials Survey data where Burke received its highest ever "Strong" rating in the Involved Families component of the survey. Mann continues to increase the use of technology to enhance classroom instruction. The school has used SIG funds to purchase Google Chrome books so that students in grades K-8 have access to online resources to enhance and accelerate learning. Students in grade 3-8 can complete their ELA and Math Do Now through technology, which allows teachers to receive instant results on how to adjust instruction throughout the day. Technology has afforded students and teachers

the opportunity to communicate through email, and students receive resources, assignments, and other educational feedback from their teachers through email. Mann has also invested SIG funds in increasing the role of the LPP and increasing extended time for students. The LPP will continue to work closely with the teachers and administration to create long lasting, high quality sustainability plans. Teachers and administration will continue to work side-by-side on professional development, coaching, and peer observations, in order to increase academic rigor and build school-level capacity. In providing high-quality extended day programming for students, Mann is working to develop a strong community school and reinforce what students have learned during the school day. As Holmes Elementary enters its third year of the SIG grant, the school community has experienced positive patterns in student behavior and school climate over the course of the grant. The Culture and Climate Committee has created an attendance incentive program that has been effective at increasing student attendance rates from pre-SIG levels. SIG funds have also enabled Holmes to hire a Family, Culture and Community Connector (FC3). This position is responsible for working collaboratively with the school Counselor, parents, community organizations, and outreach organizations, as well as conduct daily calls and home visits. Holmes has also hired a Dean of Students to help establish a school-wide and classroom culture of supportive discipline through restorative practices. As a result of the implementation of restorative practices, out of school suspensions have decreased. The SIG grant has allowed Hirsch High School to become a cutting edge 21st century learning environment for students. The once very traditional high school is becoming innovative and technologically advanced to engage students in ways that will prepare them for college and careers. The classrooms are all completely outfitted with smart technology, giving teachers another tool by which to differentiate for students at a variety of achievement levels. Teachers will also continue to receive professional development to enhance their practice. The SIG grant has made a significant and transformative difference at Marshall High School over the past 2 years. Marshall experienced its first time (historically) being removed for Chicago Public Schools Probation status of Level 3 and has improved to the status of Level 2 for the 2014-2015 school year. Marshall has been able to maintain its Level 2 status for the 2015-2016 school year. The new "interim" Principal assigned to Marshall for SY16/17 looks forward to capitalizing on the achievements made by school through the course of SIG.

\* Required Fields

Please provide your annual improvement goal for improving student achievement in reading. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

**Goal Example --**

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in reading. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

**Goal Statement\***

([count] of 500 maximum characters used)

LEA HS Goal 1: Increase Student Achievement in Reading: Over the three years of full implementation and the final year of sustainability, awarded schools will reduce by 10% annually the percentage of students performing below the college readiness benchmark on SAT or the state standard on PARCC.ES: Over the 3 yrs of implementation, sustainability yr, schls will red. by 10% yrly the # of studnts not mtg prof bnchmrks, as measurd yrly by dist asmnt (PARCC, NWEA), in ovrall, grd lvl cohort, subgr

**Objective\***

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 1.1: Implement a literacy instructional program in which the ELA CCSS, curriculum, assessments, and instructional strategies are aligned and guide the core work of instruction within the discipline of English Language Arts and across all content areas.Obj 1.2: Develop, implement a comprehensive PD model to provide teachers an in-depth understanding of the ELA CCSS and the content knowledge required to improve instructional practice and student achievement for ELA and across content areas.Obj 1.3: Develop, implement MTSS that integrates academic and behavior instruction and intervention into one system to support all students in meeting the ELA CCSS learning expectations.Obj 1.4: Institute systematic process for identifying and providing structured literacy intervention and support for at-risk 9th graders.Obj 1.5: Institute systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding instructional practice and student learning.

**Measureable Outcome(s)\***

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

1.1.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt1.2.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt1.2.2: Increased % of literacy activity observed in instructional rounds, coaching sessions1.3.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt1.3.2: Increase proper pacing and completion of identified students on supplemental programs1.4.1: 10% ann reduction in 9th grade students off-track1.4.2: Increase instructional time on task for identified students1.4.3: Increase proper pacing and completion of identified students on supplemental programs1.5.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt1.5.2: 10% ann reduction in off-track rate for all students1.5.3: Increased % of time on data inquiry, increased quality of data analysis during common planning time

**Evidence of Improvement or Progress\***

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

1.1.1: As measured by district-administered assessments (e.g., PARCC and SAT)1.2.1: As measured by district-administered assessments (e.g., PARCC and SAT)1.2.2: Whole-year professional development plan1.3.1: As measured by district-administered assessments (e.g., PARCC and SAT)1.3.2: Progress monitoring of supplemental programs1.4.1: As measured by school benchmark assessments1.4.2: Programmatic evidence of increased instructional time1.4.3: Progress monitoring of supplemental programs1.5.1: As measured by district-administered assessments (e.g., PARCC and SAT)1.5.2: As measured by school benchmark assessments

**Target Date of Completion\***

6/30/2017 (mm/dd/yyyy)

**Responsible Entity\***

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

**Objective\***

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

ES:Obj 1.1: Implement a literacy instructional prgrm in which the ELA CCSS, curriculum, asmnts, and instructional strategies are aligned and guide the core work of lit instrn within the discipline of ELA, all content areas.Obj 1.2: Develop and implement a comprehensive PD model designed to provide teachers an in-depth understanding of the ELA CCSS and the pedagogical knowledge req to improve instructional practice and studnt achievemnt within the discipline of ELA and across the content areas.Obj 1.3: Institute a systematic process for identifying and providing structured lit intervention and support for all at-risk students.Obj 1.4: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

**Measureable Outcome(s)\***



For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

ES1.1.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)1.2.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)1.2.2: Increased percentage of literacy activity observed in instructional rounds and coaching sessions1.3.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)1.3.2: Increase proper pacing and completion of identified students on supplemental programs (e.g., Read 180)1.4.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)1.4.2: 10% ann red. in off-track rate for all students1.4.3: Increased percentage of time on data inquiry, increased quality of data analysis taking place during common planning time

**Evidence of Improvement or Progress\***

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

ES:1.1.1: As measured by district-administered asmt (e.g., PARCC and NWEA)1.2.1: As measured by district-administered asmt (e.g., PARCC and NWEA)1.2.2: Whole-year professional development plan1.3.1: As measured by district-administered asmt (e.g., PARCC and NWEA)1.3.2: Progress monitoring of supplemental programs1.4.1: As measured by district-administered asmt (e.g., PARCC and NWEA)1.4.2: As measured by school benchmark asmt1.4.3: Grade-level and content-level team mtg artifacts, including, but not limited to, agendas, minutes,

**Target Date of Completion\***

6/30/2017 (mm/dd/yyyy)

**Responsible Entity\***

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District Office

\*Required field

Please provide your annual improvement goal for improving student achievement in math. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

**Goal Example --**

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in math. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

**Goal Statement\***

([count] of 500 maximum characters used)

LEA HS Goal 2: Incr Studnt Achievement in Math: Over the three years of full implementation and the final year of sustainability, awarded schools will reduce by 10% annually the percentage of students performing below the college readiness benchmark on SAT or the state standard on PARCC.ES: Over the 3 yrs implementation and sustainability yr, schls will red. by 10% ann the # of studnts not mtg prof benchmarks, as measured ann by dist-asmt (PARCC, NWEA), ovrall, by grd levl cohort, subgrp

**Objective\***

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 2.1: Implement a math instructional program in which the Math CCSS, curriculum, assessments, and instructional strategies are aligned and guide the core work of instruction and learning Obj 2.2: Develop, implement a comprehensive PD model to provide teachers an in-depth understanding of the Math CCSS and the content knowledge required to improve instructional practice and student achievement.Obj 2.3: Develop, implement a MTSS framework that integrates academic and behavior instruction and intervention into a single system to support all students in meeting the CCSS math learning expectations.Obj 2.4: Institute a systematic process for identifying and providing structured Mathematics intervention and support for at risk 9th graders.Obj 2.5: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

**Measurable Outcome(s)\***

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

2.1.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.2.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.2.2: Increased % of literacy activity observed in instructional rounds, coaching sessions 2.3.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.3.2: Increase proper pacing and completion of identified students on supplemental programs 2.4.1: 10% ann reduction in 9th grade students off-track 2.4.2: Increase instructional time on task for identified students 2.4.3: Increase proper pacing and completion of identified students on supplemental programs 2.5.1: 10% ann reduction in students not mtg coll readiness benchmarks, by district-administered asmt 2.5.2: 10% ann reduction in off-track rate for all students 2.5.3: Increased % of time on data inquiry, increased quality of data analysis during common planning time

**Evidence of Improvement or Progress\***

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

2.1.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.2.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.2.2: Whole-year professional development plan 2.3.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.3.2: Progress monitoring of supplemental programs 2.4.1: As measured by school benchmark assessments 2.4.2: Programmatic evidence of increased instructional time 2.4.3: Progress monitoring of supplemental programs 2.5.1: As measured by district-administered assessments (e.g., PARCC and SAT) 2.5.2: As measured by school benchmark assessments 2.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas, minutes, and action items

**Target Date of Completion\***

6/30/2017 (mm/dd/yyyy)

**Responsible Entity\***

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

**Objective\***

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

ESObjective 2.1: Implement a coherent math instructional program in which the Math CCSS, curr, asmt, and instructional strategies are aligned and guide the core work of instruction and learning.Objective 2.2: Develop and implement a comprehensive PD program designed to support teachers in developing an in-depth understanding of the Math CCSS and the pedagogical content knowledge required to improve instructional practice and studnt achievement within the discipline of Mathematics and across the content areas.Objective 2.3: Institute a systematic process for identifying and providing structured Mathematics intervention and support for all at risk students.Objective 2.4: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

**Measureable Outcome(s)\***

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

ES:2.2.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)2.2.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)2.2.2: Increased percentage of Math activity observed in instructional rounds and coaching sessions2.3.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)2.3.2: Increase proper pacing and completion of identified students on supplemental programs2.4.1: 10% ann red. in the number of students not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA)2.4.2: 10% ann red. in off-track rate for all students2.4.3: Increased percentage of time on data inquiry, increased quality of data analysis taking place during common planning time

**Evidence of Improvement or Progress\***

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([count] of 1000 maximum characters used)

ES:2.2.1: As measured by district-administered asmt (e.g., PARCC and NWEA)2.2.1: As measured by district-administered asmt (e.g., PARCC and NWEA)2.2.2: Whole-year professional development plan2.3.1: As measured by district-administered asmt (e.g., PARCC and NWEA)2.3.2: Progress monitoring of supplemental programs2.4.1: As measured by district-administered asmt (e.g., PARCC and NWEA)2.4.2: As measured by school benchmark asmt2.4.3: Grade-level and content-level team mtg artifacts, including, but not limited to, agendas, minutes, and action items

**Target Date of Completion\***

(mm/dd/yyyy)

**Responsible Entity\***

([count] of 100 maximum characters used)

ES: Principal, School Staff, Lead Partner, District Office

\*Required field

Please provide your annual improvement goal for improving student achievement. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

### Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in X. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

### Goal Statement

([count] of 500 maximum characters used)

LEA HS Goal 3: Increase Student Graduation Rate: Over the three years of implementation and the final year of sustainability, schools will reduce by 10% points annually the number of students not graduating. ES: Reduce the number of students off-track by 10% ann. The On-Track Rate is an indicator for future success in high school and post-secondary, and it is defined as a C or higher in Math & Reading and 95% or higher attendance rate.

### Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 3.1: Increase opportunities, participation levels, and success rates in higher-level coursework (e.g., Honors, Advanced Placement, IB, and Dual Enrollment) for students in grades 9-12. Obj 3.2.1: Develop systems to monitor whether students are on track for graduation and provide appropriate academic and/or social/emotional interventions as needed. Obj 3.3: Establish multiple credit recovery opportunities. Obj 3.4: Build a school-wide academic culture that fosters and promotes college and career readiness. Obj 3.5: Expand alternative learning opportunities for at risk students

### Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

3.1.1: Increase number of high-level courses for students. 3.1.2: Increase enroll in high-level courses. 3.1.3: Increase % of students with 3.00 GPA or better in higher-level courses. 3.1.4: Increase % of students completing IB cert. 3.1.5: Increase % of students completing Dual Enrollment. 3.2.1: 10% ann reduction students not mtg coll readiness benchmarks, by district-admin asmt. 3.2.2: 10% ann reduction off-track rate for students. 3.2.3: Increased % of time on data inquiry, quality of data analysis in comn plng time. 3.3.1: Decrease drop-out rate. 3.3.2: Increase 5yr grad rate. 3.3.3: 10% ann reduce off-track rate. 3.4.1: 9-12 coll prep, readiness plan. 3.4.2: 100% of seniors complete 3 or more coll apps. 3.4.3: 90% of elig seniors complete FAFSA. 3.4.4: 100% of seniors with post-second plan. 3.4.5: 3% ann increase in coll enrollment. 3.5.1: 3.0% ann decrease 1yr drop-out. 3.5.2: Increase external partner grad rate. 3.5.3: Increase 5yr grad rate. 3.5.4: 10% ann reduce off-track

### Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

3.1.1: Sched of high-level courses for students. 3.1.2: Yr-to-yr comparative enrollment numbers in high-level courses. 3.1.3: Yr-to-yr comparative enrollment % of students with 3.00 GPA or better enrolled in high-level courses. 3.1.4: Yr-to-yr comparison of students completing IB cert. 3.1.5: Semester-to-semester and yr-to-yr comparison of students completing Dual Enrollment. 3.2.1: Measrd by dist-administered asmt. 3.2.2: Measrd by sch benchmark asmt. 3.2.3: Grade level and content level team mtg artifacts, incl, but not lmted to, agendas, minutes, action items. 3.3.1: Dist dashbrd. 3.3.2: Dist dashbrd. 3.3.3: Measrd by scc benchmark asmt. 3.4.1: Sch-wide coll readiness plan. 3.4.2: Post-second tracking form. 3.4.3: Rpt from chooseyourfuture.com. 3.4.4: Complete Individual Learning Plans (ILPs). 3.4.5: Rpt from Natl Clearinghouse. 3.5.1: Dist dashboard. 3.5.2: PASS rept and external partners completion/success report. 3.5.3: Dist dashbrd. 3.5.4: Measurd by sch benchmark asmt

### Target Date of Completion

6/30/2017 (mm/dd/yyyy)

### Responsible Entity

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

### Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

ES: Objective 3.1: Develop interventions and enrichment opportunities that will increase 8th grade student probability to graduate ready for high school. Objective 3.2: Establish multi-tiered systems of support for students in grades K-2 to ensure that attendance levels remain above on-track minimums. Objective 3.3: Development of framework for proactive attendance plan that encourages positive attendance for all students and reengages students with current and historically negative attendance patterns

### Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

ES: 3.1.1 10% ann red. in the number of 8th graders not mtg proficiency benchmarks, as measured by district-administered asmt (e.g., PARCC and NWEA). 3.2.1: 5% ann red. in the truancy rate for K-2 students. 3.3.1: Higher of 10% red. in absence rate or 95%

attendance for schools below 95%; 10% red. in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%

**Evidence of Improvement or Progress**

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.  
([count] of 1000 maximum characters used)

ES:3.1.1 As measured by district-administered asmt (e.g., PARCC and NWEA)3.2.1: District dashboard3.3.1: District dashboard

**Target Date of Completion**

6/30/2017 (mm/dd/yyyy)

**Responsible Entity**

([count] of 100 maximum characters used)

ES:Principal, School Staff, Lead Partner, District Office

Please provide your annual improvement goal for improving student achievement. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

#### Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in X. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

**NOTE: To avoid error message, do not use the ampersand symbol (&). Do not use other special characters. Do not copy/paste bulleted lists from Word. Copy into a text document before pasting into the areas below.**

#### Goal Statement

([count] of 500 maximum characters used)

LEA HS Goal 4: Improve school-wide culture and climate by decreasing the one-year school drop-out rate by 3% annuallyES: Improve school-wide culture and climate by reducing the number of out-of-school suspensions by 10% annually.

#### Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

Obj 4.1: Establish systems for monitoring and improving student attendance at all grade levelsObj 4.2: Establish student enrichment and academic reinforcement opportunities at all grade levelsObj 4.3: Establish an 8th grade transition program to prepare incoming freshmen for high schoolObj 4.4: Develop process that allows schools to monitor 5Essentials and develop plans to maintain or improve each essential as levers for impacting academic performance in reading and/or math.

#### Measureable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

4.1.1: Higher of 10% reduction in abs rate or 90% attndce for schs below 90%; 10% reduction in abs rate for schs btwn 90% and 90%; 95% attndce for schs at/above 95%4.1.2: Decr truancy overall, grd lev, subgrps4.1.3: Decr tardiness and grd lev4.2.1: Incr % participn of students in after sch acadenrichmnt4.2.2: Incr on-track % of students involved in acad enrichmnt 4.2.3: Higher 10% reduction in abs rate or 95% attnd sch below 95%; 10% reduction in abs rate sch btwn 95% and 98%; 98% attnd schools at/above 98%4.2.4: Decr truancy, grd level, subgrps4.2.5: Decr tardiness and grd lev4.2.6: Decr drop-out 4.3.1: 10% ann reduction in 9th grd students off-track4.4.1: inc pr yr in Eff Ldrs 4.4.2: inc pr yr in Collab Tchrs 4.4.3: inc pr yr in Involve Families increase 4.4.4: inc pr yr in Support Envirmnt

#### Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

4.1.1: District dashboard4.1.2: District dashboard4.1.3: District dashboard4.2.1: Internal tracking4.2.2: District report4.2.3: District dashboard4.2.4: District dashboard4.2.5: District dashboard4.2.6: District dashboard4.3.1: As measured by school benchmark assessments4.4.1: 5Essentials report4.4.2: 5Essentials report4.4.3: 5Essentials report4.4.4: 5Essentials report4.4.5: 5Essentials report

#### Target Date of Completion

6/30/2017 (mm/dd/yyyy)

#### Responsible Entity

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District

#### Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

ES:Objective 4.1: Decrease the number of severe discipline incidents (Categories 4-6)Objective 4.2: Develop process that allows schools to monitor the 5Essentials and develop plans to maintain or improve each essential as levers for impacting academic performance in reading and/or math.

#### Measureable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

ES:4.2.1: 10% decrease in the number of Category 4-6 discipline incidents annually4.2.1: (1) Performance level increase per year in Effective Leaders category 4.2.2: (1) Performance level increase per year in Collaborative Teachers category 4.2.3: (1) Performance level increase per year in Involved Families increase category 4.2.4: (1) Performance level increase per year in Supportive Environment category 4.2.5: (1) Performance level increase per year in Ambitious Instruction category

#### Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

ES:4.2.1: District dashboard4.2.1: 5Essentials report4.2.2: 5Essentials report4.2.3: 5Essentials report4.2.4: 5Essentials report4.2.5: 5Essentials report

#### Target Date of Completion

6/30/2017 (mm/dd/yyyy)

**Responsible Entity**

([count] of 100 maximum characters used)

Principal, School Staff, Lead Partner, District Office

Provide all the requested information regarding school specific data, as outlined below.

**1. FOR ALL SCHOOLS: Download the Individual School Strategies document linked below and save to your hard drive.**

[Individual School Strategies](#)

- Complete a set for each SIG 1003(g) funded school in this cohort and save it separately.
- Name each document Strategies, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.  
*Example: Strategies-AdamsSchool-01-001-0010-26*
- NOTE: Do not use the ampersand symbol (&) or other special characters - it will prevent reviewers from accessing the document.
- Using the Browse button below, locate the required document(s). Double-click to display in the window.
- Click on the Upload button. The name of the uploaded document(s) will display in the green box below.
- Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below.
- NOTE: Files can only be deleted until the application is submitted to ISBE. After that, files will remain and any revised versions should have REV added to the beginning of the file name before re-uploading.

**2. FOR COHORT 4 SCHOOLS ONLY: Download the School Improvement Grant Sustainability Template linked below and save to your hard drive.**

[School Improvement Grant Sustainability Template](#)

- Complete the Sustainability Template for each SIG 1003(g) funded school receiving sustainability funds.
- Name each document Sustainability, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.  
*Example: Sustainability-AdamsSchool-01-001-0010-26*
- Repeat the steps to upload the completed documents.

**3. FOR COHORT 6 SCHOOLS ONLY: Download the Individual School Baseline Data form linked below and save to your hard drive.**

[Individual School Baseline Data](#)

- Complete the Baseline Data form for each SIG 1003(g) funded school receiving funds.
- Name each document Baseline data, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.  
*Example: Baseline data-AdamsSchool-01-001-0010-26*
- Repeat the steps to upload the completed documents.

Choose File no file selected

Click here for instructions on how to upload files

FY17 SIG Individual School Strategies Form - Holmes Final (3).pdf  
Burke FY17 SIG Individual School Strategies Form BURKE revised (1).pdf  
2016-2017 Individual School Strategies Marshall HS (1).pdf  
FY 17 SIG Individual School Strategies Form Hirsch HS.pdf  
-FY17 SIG Individual School Strategies Doc Horace Mann (4) .pdf

Any uploaded files will appear to the left.

Provide any necessary comments or explanations related to uploaded files below.

([count] of 1500 maximum characters used)



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**School Contact Information**[Instructions](#)**Contact Information**

School Name \*

Hirsch Metropolitan High School

NCES # \*

170993000879

School Principal

Last Name \*

Varn

First Name \*

Larry

Middle  
Initial

Address 1 \*

7740 S0uth Ingleside

Address 2

City \*

Chicago

State \*

IL

Zip +4 \*

60619

3207

Phone \*

773 535 3100

Extension Fax

Summer Phone

773 535 3100

Extension Email

lvarn1@cps.edu

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**Individual School Information**

School Federal Academic Status \*

School State Academic Status \*

ESEA Flexibility Waiver

ESEA Flexibility Waiver

Selected Intervention Model \*

Transformation

---

**Individual School On-Site Lead Partner**

Name of Lead Partner \*

Atlantic Research Partners

Lead Contact Last Name \*

Hager

First Name \*

James

Middle Initial

Address 1 \*

910 West Van Buren

Address 2

City \*

Chicago

State \*

IL

Zip +4 \*

60607

2723

Phone \*

702 280 1006

Extension

Fax

Email

jhager@atlanticresearchpartners.org

ISBE Approved Lead Partner \*

☒ Yes☐ No

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\* Denotes required fields



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**School Contact Information**[Instructions](#)**Contact Information**

School Name

John Marshall Metropolitan High School

NCES #

170993000192

School Principal

Last Name

Shokunbi

First Name

Falilat

Middle  
Initial

Address 1

3250 West Adams

Address 2

City

Chicago

State

IL

Zip +4

60624

2901

Phone

773 534 6455

Extension Fax

Summer Phone

773 534 6455

Extension Email

foshokunbi@cps.edu

---

**Individual School Information**

School Federal Academic Status

School State Academic Status

ESEA Flexibility Waiver

ESEA Flexibility Waiver

Selected Intervention Model

Transformation

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Cambridge Education

Lead Contact Last Name

Dukes

First Name

Jalilah

Middle Initial

Address 1

2860 South River Road

Address 2

City

Des Plaines

State

IL

Zip +4

60018

6009

Phone

219 218 1233

Extension

Fax

Email

Jalilah.Dukes@mottmac.com

ISBE Approved Lead Partner

☒ Yes☐ No

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**School Contact Information**[Instructions](#)**Contact Information**

School Name

Burke Elementary School

NCES #

170993000629

School Principal

Last Name

Biggs

First Name

Jessica

Middle  
Initial

Address 1

5356 South King Drive

Address 2

City

Chicago

State

IL

Zip +4

60615

3643

Phone

773 535 1325

Extension Fax

Summer Phone

773 535 1325

Extension Email

jabiggs1@cps.edu

---

**Individual School Information**

School Federal Academic Status

ESEA Flexibility Waiver

School State Academic Status

ESEA Flexibility Waiver

Selected Intervention Model

Transformation

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Atlantic Research Partner

Lead Contact Last Name

Hager

First Name

James

Middle Initial

Address 1

910 West Van Buren

Address 2

City

Chicago

State

IL

Zip +4

60607

2723

Phone

702 280 1006

Extension

Fax

Email

jhager@atlanticresearchpartners.org

ISBE Approved Lead Partner

☒ Yes☐ No

---

---

**School Contact Information**[Instructions](#)**Contact Information**

School Name

NCES #

School Principal

Last Name

First Name

Middle  
Initial

Address 1

Address 2

City

State

Zip +4

Phone

  

Extension Fax

   

Summer Phone

  

Extension Email

---

**Individual School Information**

School Federal Academic Status

School State Academic Status

Selected Intervention Model

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

  

Extension

Fax

 

Email

ISBE Approved Lead Partner

☒ Yes☐ No

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**School Contact Information**[Instructions](#)**Contact Information**

School Name

Mann Elementary School

NCES #

170993000937

School Principal

Last Name

Porter

First Name

Jeffrey

Middle  
Initial

Address 1

8050 South Chappel

Address 2

City

Chicago

State

IL

Zip +4

60617

1091

Phone

773 535 6640

Extension Fax

Summer Phone

773 535 6640

Extension Email

joporter@cps.edu

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**Individual School Information**

School Federal Academic Status

ESEA Flexibility Waiver

School State Academic Status

ESEA Flexibility Waiver

Selected Intervention Model

Transformation

---

**Individual School On-Site Lead Partner**

Name of Lead Partner

Atlantic Research Partners

Lead Contact Last Name

Hager

First Name

James

Middle Initial

Address 1

910 West Van Buren

Address 2

City

Chicago

State

IL

Zip +4

60607

2723

Phone

702 280 1006

Extension

Fax

Email

jhager@atlanticresearchpartners.org

ISBE Approved Lead Partner

☒ Yes☐ No

The application has been submitted. No more updates will be saved for the application.

	<b>SIG1003g-4339</b>
<b>Current Year Allotment</b>	\$0
<b>Reallotted Funds (+)</b>	
<b>Released Funds (-)</b>	
<b>Carryover (+)</b>	\$6,248,614
<b>PrePayment (+)</b>	0
<b>SUB TOTAL</b>	\$6,248,614
<b>Multi-District</b>	
<b>Transfer In (+)</b>	0
<b>Transfer Out (-)</b>	0
<b>Administrative Agent</b>	
<b>ADJUSTED SUB TOTAL</b>	\$6,248,614
<b>TOTAL AVAILABLE</b>	\$6,248,614
	<b>SIG1003g-4339</b>

**Budget Distribution**

Instructions

Provide award breakout for the District and for each school identified for intervention. Also, provide a name for each school receiving SIG 1003(g) funds in the text area provided.

**Please note:** The Calculate Totals button does not Save the page, nor does the Save Page button properly recalculate funding distribution. Anytime you redistribute funds and/or change an Award Amount, first use the Calculate Total button and then the Save Page button.

		<b>Award</b>
	<b>Amount Reserved for District</b>	278015
School 1 Name	Hirsch High School	761900
School 2 Name	Marshall High School	1187500
School 3 Name	Burke Elementary School	950000
School 4 Name	Holmes Elementary School	950000
School 5 Name	Mann Elementary School	1425000
School 6 Name		
School 7 Name		
School 8 Name		
	<b>TOTAL Distribution (must equal Total Award Amount below)</b>	5552415
	Total Award amount - Total Award Breakout (difference):	0
	<b>Total Award Amount</b>	6248614



**The application has been approved. No more updates will be saved for the application.**

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	SIG1003g-4339 Funds	Delete Row
1000	100	HIRSCH: Extended day for academic support for student remediation after school. Avg. \$60 per hour X 2 hours per week X 35 weeks X 5 teachers	21000	<input type="checkbox"/>
1000	100	HIRSCH: 1.0 FTE Supplemental dual endorsed math/science teacher to reduce class size	70199	<input type="checkbox"/>
1000	100	BURKE: Extended School Day - Teachers (est. \$45.55/hr x 5.5 hrs/week x 30 weeks x 7 teachers)	52610	<input type="checkbox"/>
1000	100	BURKE: Extended School Day - Education Support Personnel (est. \$25/hr x 6.5 hrs/week x 30 weeks x 5 ESPs)	24375	<input type="checkbox"/>
1000	100	BURKE: 1.0 FTE Technology Coordinator	68000	<input type="checkbox"/>
1000	100	BURKE: 1.0 FTE Math Interventionist	30000	<input type="checkbox"/>
1000	100	BURKE: 1.0 FTE Math Teacher to reduce class size	94000	<input type="checkbox"/>
1000	100	BURKE: 1.0 FTE Reading Interventionist to Implement Leveled Literacy Intervention	30000	<input type="checkbox"/>
1000	100	HOLMES: Extended day for teachers providing tutoring to students throughout the school year (Est. 13 teachers x 1 hr/day x 61 days x \$45/hr)	35685	<input type="checkbox"/>
1000	100	HOLMES: 1.0 FTE Intervention Teacher with a focus on Reading and Mathematics (4-8)	88000	<input type="checkbox"/>
1000	100	HOLMES: 1.0 FTE Reduced Class Size teacher for Language Arts with a focus on supporting literacy in the middle grade specialization	88000	<input type="checkbox"/>
1000	100	MANN: Hourly pay for college and/or graduate students interested in becoming teachers to assist in providing interventions to students in kindergarten through 8th grade (est. 8 college and/or graduate students X 6 hrs/day X 5 days/week X \$18/hr X 38 weeks)	164160	<input type="checkbox"/>
1000	100	MANN: 1.0 FTE Supplemental Teacher to reduce class size in Kindergarten	54000	<input type="checkbox"/>
1000	100	MANN: 1.0 FTE Supplemental Teacher to reduce class size in 1st Grade	50050	<input type="checkbox"/>
1000	100	MANN: .5 FTE Part-time supplemental MTSS Teacher to support pullout interventions for grades K-8	25000	<input type="checkbox"/>
1000	100	MANN: .5 Part-time supplemental MTSS Teacher to support pullout interventions for grades K-8	25000	<input type="checkbox"/>
1000	200	HIRSCH: Medicare @ 1.45% for extended day for academic support	305	<input type="checkbox"/>
1000	200	HIRSCH: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Teacher	23929	<input type="checkbox"/>
1000	200	MARSHALL: Medicare @ 1.45% for teacher extended day pay	218	<input type="checkbox"/>
1000	200	BURKE: Medicare @ 1.45% for Extended School Day - Teachers	763	<input type="checkbox"/>
1000	200	BURKE: Medicare @ 1.45% for Extended School Day - Education Support Personnel	353	<input type="checkbox"/>
1000	200	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Technology Coordinator	23498	<input type="checkbox"/>
1000	200	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Math Interventionist	15886	<input type="checkbox"/>
1000	200	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Math Teacher	28596	<input type="checkbox"/>
1000	200	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Reading Interventionist	15886	<input type="checkbox"/>
1000	200	HOLMES: Medicare @ 1.45% for extended day for teachers providing tutoring	517	<input type="checkbox"/>
1000	200	HOLMES: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Intervention Teacher	27420	<input type="checkbox"/>
1000	200	HOLMES: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Reduced Class Size Teacher	27420	<input type="checkbox"/>
1000	200	MANN: Medicare @ 1.45% and FICA @ 6.2% for hourly pay for college and/or graduate students	12558	<input type="checkbox"/>
1000	200	MANN: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for .5 FTE part-time supplemental MTSS Teacher	9984	<input type="checkbox"/>
1000	200	MANN: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE supplemental Teacher to reduce class size in Kindergarten	20752	<input type="checkbox"/>
1000	200	MANN: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE supplemental Teacher to reduce class size in 1st Grade	19978	<input type="checkbox"/>
1000	200	MANN: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for .5 FTE part-time supplemental MTSS Teacher	9984	<input type="checkbox"/>

1000 ▾	300 ▾	HIRSCH: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Teacher	920	<input type="checkbox"/>
1000 ▾	300 ▾	MARSHALL: Licenses for Think Cerca, Think Through Math, and Mastery Connect	15281	<input type="checkbox"/>
1000 ▾	300 ▾	BURKE: Apple Care Protection Plan (7 x est. \$119/unit)	833	<input type="checkbox"/>
1000 ▾	300 ▾	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Technology Coordinator	891	<input type="checkbox"/>
1000 ▾	300 ▾	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Math Interventionist	393	<input type="checkbox"/>
1000 ▾	300 ▾	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Math Teacher	1231	<input type="checkbox"/>
1000 ▾	300 ▾	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Reading Interventionist	393	<input type="checkbox"/>
1000 ▾	300 ▾	HOLMES: Purchase of digital instructional software and licenses such as ALEKs Math, iReady Diagnostics for math and reading, Study Island, Compass for math and reading, NWEA, etc. to provide differentiated supports to students	9747	<input type="checkbox"/>
1000 ▾	300 ▾	HOLMES: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Intervention Teacher	1153	<input type="checkbox"/>
1000 ▾	300 ▾	HOLMES: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Reduced Class Size Teacher	1153	<input type="checkbox"/>
1000 ▾	300 ▾	MANN: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE supplemental Teacher to reduce class size in Kindergarten	707	<input type="checkbox"/>
1000 ▾	300 ▾	MANN: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE supplemental Teacher to reduce class size in 1st Grade	656	<input type="checkbox"/>
1000 ▾	300 ▾	MANN: Unemployment & Workers Compensation @ 1.31% for .5 FTE part-time supplemental MTSS Teacher	328	<input type="checkbox"/>
1000 ▾	300 ▾	MANN: Unemployment & Workers Compensation @ 1.31% for .5 FTE part-time supplemental MTSS Teacher	328	<input type="checkbox"/>
1000 ▾	400 ▾	MARSHALL: Common Core instructional workbooks, novels, and other materials to support PSAT/SAT Boot Camp, to take place throughout the year for 9th-11th during class instruction/intervention groups	10000	<input type="checkbox"/>
1000 ▾	400 ▾	MARSHALL: Supplies for Freshman Connection and all grade level orientation sessions, college readiness research, paper, pens, school supplies, folders, and books	2500	<input type="checkbox"/>
1000 ▾	400 ▾	BURKE: 30 Chromebooks @ est. \$269/unit	8070	<input type="checkbox"/>
1000 ▾	500 ▾	BURKE: Purchase of Apple iMacs (7 @ est. \$2009/unit)	14063	<input type="checkbox"/>
2110 ▾	100 ▾	HIRSCH: 1.0 FTE Attendance Coordinator to support an increase in overall daily attendance	26500	<input type="checkbox"/>
2110 ▾	100 ▾	HIRSCH: 1.0 FTE Dean of Students to provide student interventions and coordinate the school's system of tiered social-emotional supports	37642	<input type="checkbox"/>
2110 ▾	100 ▾	MARSHALL: 1.0 FTE Student Advocate to conduct home visits, build an effective In-school personal development program, build rapport and productive relationships with students	45359	<input type="checkbox"/>
2110 ▾	100 ▾	MARSHALL: 1.0 FTE Student Restorative Justice Dean to focus on using restorative justice techniques directly with students to increase conflict resolution techniques and provide support to students	46000	<input type="checkbox"/>
2110 ▾	100 ▾	MARSHALL: 1.0 FTE Security Guard to provide additional security for before and during school, as well as support the lunch detention program	29175	<input type="checkbox"/>
2110 ▾	100 ▾	BURKE: 1.0 FTE Dean of Students, responsible for implementing Restorative Justice Model	52000	<input type="checkbox"/>
2110 ▾	100 ▾	BURKE: 1.0 FTE Behavior Interventionist	29000	<input type="checkbox"/>
2110 ▾	100 ▾	BURKE: 1.0 FTE School Community Representative	30000	<input type="checkbox"/>
2110 ▾	100 ▾	HOLMES: 1.0 FTE Student Advocate to provide intervention services for the most at-risk students, build positive and productive relationships with struggling students to leverage those relationships to fully engage students in the learning environment, mentor targeted students and instruct them how to develop behaviors and habits that will enable them to flourish in the school environment. Position will also provide school wide discipline supports	43231	<input type="checkbox"/>
2110 ▾	100 ▾	MANN: 1.0 FTE Attendance Coordinator to improve and monitor student attendance	43866	<input type="checkbox"/>
2110 ▾	200 ▾	HIRSCH: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Attendance Coordinator	15360	<input type="checkbox"/>
2110 ▾	200 ▾	HIRSCH: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Dean of Students	17343	<input type="checkbox"/>
2110 ▾	200 ▾	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Student Advocate	18815	<input type="checkbox"/>
2110 ▾	200 ▾	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Student Restorative Justice Dean	18938	<input type="checkbox"/>
2110 ▾	200 ▾	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Security Guard	15728	<input type="checkbox"/>
2110 ▾	200 ▾	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Dean of Students	20082	<input type="checkbox"/>
2110 ▾	200 ▾	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Behavior Interventionist	15695	<input type="checkbox"/>
2110 ▾	200 ▾	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE School Community Representative	15886	<input type="checkbox"/>
2110 ▾	200 ▾	HOLMES: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee	18400	<input type="checkbox"/>

2110	200	Pension @ 17.625% for 1.0 FTE Student Advocate	18409	<input type="checkbox"/>
2110	200	MANN: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Attendance Coordinator	18530	<input type="checkbox"/>
2110	300	HIRSCH: Provide Safety and Order to the degree to which students feel physically and emotionally safe from harm, will work to actively maintain a safe, orderly school environment. Example Setters will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Build Relationships addressing quality of interactions between all members of the school community, and add to the School-wide Environment and Structures addressing both the school's physical surroundings and the organizational structures that are in place to ensure continuous improvement of school climate.	20000	<input type="checkbox"/>
2110	300	HIRSCH: Contract with A Knock at Midnight truancy dropout prevention program. AKAM's purpose is to work with families within the heart of low-income neighborhoods and communities. The goal is to increase self-sufficiency, encourage productive citizenship, produce strong leaders throughout our communities, and provide direct support to student participants. Services to take place from Oct 1 - Dec. 22, 2016.	13072	<input type="checkbox"/>
2110	300	HIRSCH: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Attendance Coordinator	347	<input type="checkbox"/>
2110	300	HIRSCH: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Dean of Students	493	<input type="checkbox"/>
2110	300	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Student Advocate	594	<input type="checkbox"/>
2110	300	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Student Restorative Justice Dean	603	<input type="checkbox"/>
2110	300	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Security Guard	382	<input type="checkbox"/>
2110	300	BURKE: Enrichment Partnerships (Hyde Park Arts est. \$2,500; Intonation Music est. \$5,629)	8129	<input type="checkbox"/>
2110	300	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Dean of Students	681	<input type="checkbox"/>
2110	300	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Behavior Interventionist	380	<input type="checkbox"/>
2110	300	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE School Community Representative	393	<input type="checkbox"/>
2110	300	HOLMES: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Student Advocate	566	<input type="checkbox"/>
2110	300	MANN: Contract with Capturing Kids' Hearts, to include: One 3-day consecutive-day training session for up to 50 participants; one 2-day consecutive day training session for up to 30 people, followed by a 1-day Campus TrAction Pac with campus administrators and/or Process Champions; three 1-hour Priority Customer Calls with campus administrators; Momentum by Design, an online solution to help extend and reinforce CKH processes on campus; Campus Insight, an on-line/on-demand portal of video based professional development tools; two 2-day consecutive day sessions involving group and one-on-one sessions with campus administrators, Process Champions, and other staff.	51960	<input type="checkbox"/>
2110	300	MANN: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Attendance Coordinator	575	<input type="checkbox"/>
2110	400	MARSHALL: Attendance, Social work, Mentoring, Social-emotional supports: Student incentives for meeting academic and behavior goals, including school supplies, certificates, supplies to support after school programs,	10000	<input type="checkbox"/>
2120	100	HIRSCH: Extended day pay for post-secondary education coaching provided by the school counselor to offer additional supports to students and families planning for post-secondary success. Est. \$40 per hour X 3 hours per week X 30 weeks	3600	<input type="checkbox"/>
2120	100	MARSHALL: Counselor support for college and career preparation, Freshman Connection, new student orientation, and recruitment (est. 8 weeks x 20 hrs x \$50/hr)	23000	<input type="checkbox"/>
2120	100	MARSHALL: 1.0 FTE College and Career Coach	42000	<input type="checkbox"/>
2120	200	HIRSCH: Medicare @ 1.45% for extended day pay for post-secondary education coaching	52	<input type="checkbox"/>
2120	200	MARSHALL: Medicare @ 1.45% for counselor support	116	<input type="checkbox"/>
2120	200	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE College and Career Coach	18175	<input type="checkbox"/>
2120	300	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE College and Career Coach	550	<input type="checkbox"/>
2120	400	HIRSCH: College and career promotional materials to promote college awareness with emphasis on institutions that are best fit schools for our students, as well as schools that staff members have attended and can provide institutional knowledge about. Additionally, the pennants would feature institutions in the surrounding areas and historically black colleges and universities.	2000	<input type="checkbox"/>
2210	100	HIRSCH: Extended day for professional development with Lead Partner before or after school to support adult learning in the building. Est. \$40 per hour X 1 hour per week X 12.5 weeks X 15 teachers	7500	<input type="checkbox"/>
2210	100	HIRSCH: Summer curriculum planning. Est. \$40 per hour X 4 hours per day X 4 days per week X 6 weeks X 10 teachers	4400	<input type="checkbox"/>
2210	100	HIRSCH: Substitutes to cover teachers for unit planning feedback sessions. Est. 1 X \$120 sub X 24 days per year	2880	<input type="checkbox"/>
2210	100	MARSHALL: Extended day for staff participating in monthly professional development on Common Core, data analysis, formative assessment (est. 10 days x 1.5 hours x 24 teachers x 50/hr)	18000	<input type="checkbox"/>

2210	100	MARSHALL: Stipends for ILT members to plan, develop and review curriculum/lesson plans, review data regularly throughout the 2016-17 school year (est. 12 teachers (department and grade level leads) x 25 weeks x 2.5 hours x \$40/hr)	30000	<input type="checkbox"/>
2210	100	MARSHALL: Extended day pay for 2 weeks for improvement of instruction services, primarily to assist teachers in planning, developing, and designing the scope and sequence for 2016-17 (est. 10 days x 6 hrs x 12 teachers x \$50/hr)	36000	<input type="checkbox"/>
2210	100	MARSHALL: Extended time for staff participating in coaching and professional development provided by consultant budgeted above, who will train teachers on CCSS implementation and provide follow-up professional development on Thinking Core (30 teachers x 8 hours x 3 days x \$50/hr)	36000	<input type="checkbox"/>
2210	100	MARSHALL: Extended day pay for Dean of Student Culture and Climate professional development planning and implementation for summer (est. 2 deans x \$40/hr x 7 hours x 15 days)	8400	<input type="checkbox"/>
2210	100	MARSHALL: Substitutes to provide classroom support for teachers attending professional development (est. 12 days of professional development x 10 teachers x \$150/day)	18000	<input type="checkbox"/>
2210	100	MARSHALL: 1.0 FTE Instructional Coach	79944	<input type="checkbox"/>
2210	100	BURKE: Teacher Professional Development (est. \$39.11/hr x 1 hr/week x 25 weeks x 25 teachers)	24444	<input type="checkbox"/>
2210	100	BURKE: 1.0 FTE Lead Instructional Coach	97500	<input type="checkbox"/>
2210	100	HOLMES: Extended day for teacher professional development (Est. 12 teachers x 1 hr/day x 15 days x \$39/hr) and common planning (Est. 12 teachers x 1 hr/day x 33 days x \$39/hr)	22464	<input type="checkbox"/>
2210	100	HOLMES: Summer Symposium Professional Development for teachers to train in instructional initiatives, as part of the trans-formative approach (Est. 11 teachers x 6 hrs/day x 2 days x \$39/hr)	5148	<input type="checkbox"/>
2210	100	HOLMES: Substitutes to cover teachers participating in professional development (Est. 70 days x \$150/day)	10500	<input type="checkbox"/>
2210	100	"MANN: Extended day for teacher professional development and curriculum development after school on Wednesdays and Thursdays \$39.11 per hour x 4 hrs (2days/week) per week (per teacher) x 20 teachers"	108000	<input type="checkbox"/>
2210	100	MANN: Summer professional development for all staff to enable training in school transformation approach (est. 20 teachers X 5 hrs/day X 8 days X \$50/hr)	40000	<input type="checkbox"/>
2210	200	HIRSCH: Medicare @ 1.45% for extended day for professional development	109	<input type="checkbox"/>
2210	200	HIRSCH: Medicare @ 1.45% for summer curriculum planning	64	<input type="checkbox"/>
2210	200	HIRSCH: Medicare @ 1.45% and Teacher Pension @ 18.16% for substitutes	565	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for extended day for staff participating in monthly professional development	261	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for stipends for ILT members	435	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for extended day pay for 2 weeks for improvement of instruction services	522	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for extended time for staff participating in coaching and professional development	522	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% and Teacher Pension @ 18.16% for substitutes	3530	<input type="checkbox"/>
2210	200	BURKE: Medicare @ 1.45% for Teacher Professional Development	354	<input type="checkbox"/>
2210	200	BURKE: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Lead Instructional Coach	29283	<input type="checkbox"/>
2210	200	HOLMES: Medicare @ 1.45% for extended day for teacher professional development and common planning	326	<input type="checkbox"/>
2210	200	HOLMES: Medicare @ 1.45% for Summer Symposium Professional Development	75	<input type="checkbox"/>
2210	200	HOLMES: Medicare @ 1.45% and Teacher Pension @ 18.16% for substitutes	2059	<input type="checkbox"/>
2210	200	MANN: Medicare @ 1.45% for extended day for teacher professional development and curriculum development	1566	<input type="checkbox"/>
2210	200	MANN: Medicare @ 1.45% for summer professional development	580	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for extended day pay for Dean	122	<input type="checkbox"/>
2210	200	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Instructional Coach	25840	<input type="checkbox"/>
2210	300	LEA: NCLB Conference registration fees for schools, LEA, and Network staff (est. 5 staff/school x \$500/person)	12500	<input type="checkbox"/>
2210	300	HIRSCH: To support teachers in the implementation of the one-to-one technology initiative, we are providing ongoing professional development. EdTech Teacher development to promote effective implementation of the one-to-one technology initiative. Three face-to-face workshop days (6 instruction hours each) Two 6-module online courses (approximately 1 hour per module) Two 1-hour live webinars 15 hours of individualized email/telephone consulting and coaching for teachers An online learning management system that allows teachers to experience first-hand the benefits of knowledge construction in online spaces. This system allows teachers to collaborate online and share insights with each other Access to video tutorial library, lesson plans, and other online resources	14129	<input type="checkbox"/>
2210	300	MARSHALL: Registration fees for in-city professional development conferences on Common Core, content areas, assessments, differentiation	7000	<input type="checkbox"/>



2210	300	MARSHALL: Consultant support to train administration and teachers on CCSS implementation - Follow-up PD - Thinking Core	65000	<input type="checkbox"/>
2210	300	MARSHALL: Consultant to provide professional development to administrative team and teachers around climate and culture, classroom management, and teaching strategies using "Teach Like a Champion"	20000	<input type="checkbox"/>
2210	300	BURKE: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Lead Instructional Coach	1277	<input type="checkbox"/>
2210	300	HOLMES: Contract with Gains Education Group for grades K-8 curriculum mapping; Grades 3-8 formative assessments in English/Language Arts, Mathematics, and Science based on common core state standards and Next Generation Science Standards; custom alignment of benchmark to Webb's Complexity Levels; professional support and workshops	7123	<input type="checkbox"/>
2210	300	"HOLMES: Capturing Kids Hearts - Leadership Blueprint. One, 2-consecutive-day training session for up to 40 participants per session; follow-up services will also be provided"	17475	<input type="checkbox"/>
2210	300	MANN: Registration fees for teacher conferences and professional development	10355	<input type="checkbox"/>
2210	300	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Instructional Coach	1047	<input type="checkbox"/>
2210	400	MARSHALL: Professional Development materials for Thinking Core, e.g. student blueprints	7500	<input type="checkbox"/>
2220	100	MARSHALL: Technology support for summer programs, including Freshman Connection (est. 1 staff x 7 weeks x 30 hrs x \$30/hr)	6300	<input type="checkbox"/>
2220	100	MARSHALL: 1.0 FTE Technology Coordinator to support computer labs and classroom technology use to improve core instruction and programming for students	47298	<input type="checkbox"/>
2220	100	HOLMES: Technology Coaching/Integration to provide technology support services (Est. 1 staff x \$40/hr x 14 hrs/wk x 36 wks)	20160	<input type="checkbox"/>
2220	200	MARSHALL: Medicare @ 1.45% for technology support	91	<input type="checkbox"/>
2220	200	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Technology Coordinator	19185	<input type="checkbox"/>
2220	200	HOLMES: Medicare @ 1.45% and FICA @ 6.2% for Technology Coaching/Integration	1542	<input type="checkbox"/>
2220	300	MARSHALL: Services for tech support to leverage technology	11999	<input type="checkbox"/>
2220	300	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Technology Coordinator	620	<input type="checkbox"/>
2220	300	BURKE: Greatline Communications: Electrical updates for Innovation Space	6004	<input type="checkbox"/>
2220	300	BURKE: Antigua Construction: Installation of Marker Boards and blocking in Innovation Space	11750	<input type="checkbox"/>
2220	300	BURKE: APSC CPS Custom Mac Software Service Setup (7@\$82.65ea)	579	<input type="checkbox"/>
2220	400	BURKE: Lighting to SD Card Camera Reader (est. 16 x \$29/unit)	464	<input type="checkbox"/>
2220	400	BURKE: iPad supporting Applications and programs	2991	<input type="checkbox"/>
2220	400	MANN: Chromebooks (est 60 Chromebooks X \$250/unit) for additional learning clusters to support technology infusion into day to day instruction	15000	<input type="checkbox"/>
2220	400	MANN: Books, magazines, and journals to be used to transform student library	12500	<input type="checkbox"/>
2220	400	BURKE: Technology (32 iPads x 495.72)	15863	<input type="checkbox"/>
2220	500	MANN: Carts to store Chromebooks (est. 2 carts X \$1400/unit)	2800	<input type="checkbox"/>
2220	500	BURKE: Technology iPad Cart	2075	<input type="checkbox"/>
2230	300	HIRSCH: Academic Approach will be contracted to provide data disaggregation and analysis of beginning, middle, and end of year PSAT/SAT tests. They will provide student and teacher specific analysis and strategic for achieving gains. They will provide the test materials for the beginning, middle, end, and 5th week assessments. Academic Approach will also provide professional development for teachers on effective use of student assessments to make instructional decisions.	3200	<input type="checkbox"/>
2230	300	MARSHALL: Contract with Academic Approach to provide interim assessments. Cost includes teaching support training, benchmark assessments and data analysis, materials (prep books for PSAT/SAT)	3600	<input type="checkbox"/>
2230	400	MARSHALL: Supplemental assessments, including College Board PSAT for 9th graders (est. 100 x \$10/unit) and PSAT/NMSQT for 10th and 11th grades (est. 119 x \$15/unit)	2785	<input type="checkbox"/>
2300	100	LEA: Part-time employee to provide administrative support for transition and ongoing SIG requirements (est. 1 employee x \$25/hr x 20 weeks x 14 hours/week)	7000	<input type="checkbox"/>
2300	100	LEA: Part-time employee to provide instructional supports to schools and Networks (est. 1 employee x \$40/hr x 25 weeks x 5 hours/week)	5000	<input type="checkbox"/>
2300	100	LEA: 0.7 FTE SIG Performance Measures and Reporting Specialist	55090	<input type="checkbox"/>
2300	100	LEA: 0.7 FTE SIG Specialist to provide program and budget support to all schools	55090	<input type="checkbox"/>
2300	100	LEA: 0.7 FTE SIG Director to provide leadership and counsel to SIG Principals in the strategy and management of grant funds, personnel, and vendor partners, as well as managing the district's ongoing compliance with all state and federal SIG requirements and guidelines	70000	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, FICA @ 6.2% for part-time employee to provide administrative support	534	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, FICA @ 6.2% for part-time employee to provide instructional supports	381	<input type="checkbox"/>

2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, and Pension @ 17.625% for .7 FTE SIG Performance Measures and Reporting Specialist	17623	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, and Pension @ 17.625% for .7 FTE SIG Specialist	17623	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, and Pension @ 17.625% for .7 FTE SIG Director	20467	<input type="checkbox"/>
2300	300	LEA: A-133 audit fees	3500	<input type="checkbox"/>
2300	300	LEA: Mileage reimbursement for travel to schools for monitoring visits, Lead Partner reviews, budget amendments, and other on-site monitoring and support	3500	<input type="checkbox"/>
2300	300	LEA: Vendor to provide support around sustainability planning	5951	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .7 FTE SIG Performance Measures and Reporting Specialist	722	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .7 FTE SIG Specialist	722	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .7 FTE SIG Director	917	<input type="checkbox"/>
2300	400	LEA: Supplies and materials for SIG administration, including office supplies such as paper, file folders, notebooks, chart paper, pens, and markers	1395	<input type="checkbox"/>
2400	100	HIRSCH: 1.0 FTE Assistant Principal to assist in the development and implementation of the School Improvement Plan for advancing academic achievement, participate in the development and monitoring of data towards school improvement in behavior, attendance, and instruction	110000	<input type="checkbox"/>
2400	100	MARSHALL: Clerical and administrative support for summer programming, Freshman Connection, and all grade level orientation (est. 3 staff x 9 hrs/week x 9 weeks x \$35/hr)	8505	<input type="checkbox"/>
2400	100	HOLMES: Extended day pay for coordinator to provide oversight for extended day programming including Saturday (Est. 1 staff x 4 hrs/week x 25 weeks x \$25/hr)	2500	<input type="checkbox"/>
2400	100	HOLMES: 1.0 FTE Assistant Principal to support school wide transformation, REACH observations, instructional practice and programming, operational and managerial functions.	109168	<input type="checkbox"/>
2400	100	MANN: 1.0 FTE Assistant Principal of Curriculum and Instruction to provide direct coaching and support to teachers in curriculum development, planning and improvement of teaching and learning through the integration of best practices	111359	<input type="checkbox"/>
2400	200	HIRSCH: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Assistant Principal	31734	<input type="checkbox"/>
2400	200	MARSHALL: Medicare @ 1.45% for clerical and administrative support	123	<input type="checkbox"/>
2400	200	HOLMES: Medicare @ 1.45% and FICA @ 6.2% for extended day pay for coordinator	191	<input type="checkbox"/>
2400	200	HOLMES: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Assistant Principal	31571	<input type="checkbox"/>
2400	200	MANN: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Teacher Pension @ 18.16% for 1.0 FTE Assistant Principal of Curriculum and Instruction	32000	<input type="checkbox"/>
2400	300	HIRSCH: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Assistant Principal	1441	<input type="checkbox"/>
2400	300	HOLMES: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Assistant Principal	1430	<input type="checkbox"/>
2400	300	MANN: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Assistant Principal of Curriculum and Instruction	1459	<input type="checkbox"/>
2540	100	MARSHALL: Extended day for security during extended building hours for 9th - 11th academic boot camp and extended day learning opportunities serving 350 students (est. 4 security guards x 4 hours x \$25/hr X 30 events)	12000	<input type="checkbox"/>
2540	100	HOLMES: Staff to provide security for extended day programming (Est. 1 staff x 2 hrs/day x 171 days x \$30/hr) and on Saturdays (Est. 1 staff x 4 hr/day x 14 days x 30/hr)	11940	<input type="checkbox"/>
2540	100	HOLMES: Extended day pay for custodial support, including Saturday programming (Est. 1 staff x 6 hrs/week x 38 weeks x \$32/hr)	7296	<input type="checkbox"/>
2540	200	MARSHALL: Medicare @ 1.45% for extended day for security	174	<input type="checkbox"/>
2540	200	HOLMES: Medicare @ 1.45% for staff to provide security	173	<input type="checkbox"/>
2540	200	HOLMES: Medicare @ 1.45% for extended day pay for custodial support	106	<input type="checkbox"/>
2550	300	HIRSCH: Transportation for student academic field trips and in-state college tours (est. 11 trips x \$200 per bus)	2201	<input type="checkbox"/>
2610	100	HOLMES: 1.0 FTE Project Manager to ensure effective and efficient operational processes are in place to support teaching and learning and ensure that transformation is fully operational and goals are being reached.	50917	<input type="checkbox"/>
2610	200	HOLMES: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Project Manager	19875	<input type="checkbox"/>
2610	300	HIRSCH: Consultant - Atlantic Research Partners - to provide lead partner supports, including: ELA coaching 4 days per week, Math coaching 1 day per week, and 27 days of data support	317534	<input type="checkbox"/>
2610	300	MARSHALL: Contract with Cambridge for Leader Partner supports and interventions. Services include: coaching support (modeling and co-teaching); viable literacy curriculum (scope and sequence); design and implementation of data-driven instruction and analysis procedures; full-on-site lead, facilitating redevelopment and implementation of SIG with the administration and coaching team (school improvement team); design and implementation of curriculum and instruction program aligned with CCSS, NGSS, and PSAT/SAT standards; quantitative evidence/reports to support coaching effectiveness; coaching development during	350900	<input type="checkbox"/>

		department-level meetings; attendance at school-designed professional development to ensure full implementation of school-wide goals, strategies and expectations; completion of ISBE quarterly reports and all reports for ISBE and CPS; preparation for ISBE mid-year and final review visits.		
2610 ▾	300 ▾	BURKE: Atlantic Research Partners Lead Partner with a daily onsite presence will support for teacher coaching for Math and ELA to develop unit planning, alignment to scope and sequence and pacing guides; Atlantic coaches will support the ILT and monitor student performance results (by grade/subject area) as assessed through unit formative assessments; Atlantic data staff will work with the principal and the leadership team to identify data relevant to leading continuous improvement and produce data reports that include aggregate and disaggregated formative and summative assessment data.	175329	<input type="checkbox"/>
2610 ▾	300 ▾	HOLMES: Contract with Atlantic Research Partners for lead partner support and interventions to include: Daily on-site presence to facilitate development and implementation of SIG Transformation model; executive coaching for administration; assistance to the Senior Leadership Team; supporting implementation of data driven instruction; job-embedded professional development and live coaching model to instructional staff; support of Diverse Learners through MTSS development and implementation; support from Data Strategists and support with implementation of the 16 key components	200084	<input type="checkbox"/>
2610 ▾	300 ▾	HOLMES: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Project Manager	667	<input type="checkbox"/>
2610 ▾	300 ▾	MANN: Contract with ARP for support and interventions to include: Daily on-site presence to facilitate development and implementation of SIG transformation model; executive coaching for administration; assistance to the Senior Leadership Team in developing and implementing the school budget; design and implementation of Data Driven Instruction; job-embedded professional development to staff; Effective Classroom observation; Common Priorities Planning to align lesson plans and delivery of lessons to CCSS	575711	<input type="checkbox"/>
2640 ▾	400 ▾	HIRSCH: Teacher incentive materials for teachers meeting metrics indicated in the incentive plan, which include PSAT/SAT gains and on-track rates (est. \$100 X 16 teachers X 2 semesters)	3200	<input type="checkbox"/>
2640 ▾	400 ▾	MARSHALL: Incentives for teachers and staff, including books and classroom supplies, for demonstrating closing of the achievement gap, as evidenced by 1.5 year growth in Freshman on Track, less than 10% of students receiving Ds/Fs	5000	<input type="checkbox"/>
2640 ▾	400 ▾	HOLMES: Teacher incentives (supplies under \$500/unit) to be distributed as a part of incentive structure (Est. 15 teachers x \$500/teacher x 1 semester). Supplemental supplies will be based on teacher requests and will include such items as books on tape, listening centers, novel sets.	7500	<input type="checkbox"/>
3000 ▾	100 ▾	HIRSCH: Extended day for parent engagement events to educate parents on supporting students in academic achievement and post secondary success. Est. 3 teachers X \$40 per hour X 2 hours X 6 events	1440	<input type="checkbox"/>
3000 ▾	100 ▾	MARSHALL: 1.0 FTE Student Advocate Coordinator to increase parent and community involvement to increase attendance and on-track/pace rates	41700	<input type="checkbox"/>
3000 ▾	100 ▾	HOLMES: Parent/Community Workers to assist with Learning Center, Outreach, and Parent Resource Center (Est. 2 community workers x 26 hrs/wk x 30 wks x \$20/hr)	31200	<input type="checkbox"/>
3000 ▾	100 ▾	HOLMES: 1.0 FTE Community Connector to support and improve Family and Community Engagement and Outreach; position will also provide student attendance supports.	28285	<input type="checkbox"/>
3000 ▾	200 ▾	HIRSCH: Medicare @ 1.45% for extended day for parent engagement events	21	<input type="checkbox"/>
3000 ▾	200 ▾	MARSHALL: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Student Advocate Coordinator	18117	<input type="checkbox"/>
3000 ▾	200 ▾	HOLMES: Medicare @ 1.45% and FICA @ 6.2% for Parent/Community Workers	2387	<input type="checkbox"/>
3000 ▾	200 ▾	HOLMES: Hospitalization @ \$10,163/FTE, Medicare @ 1.45% and Municipal Employee Pension @ 17.625% for 1.0 FTE Community Connector	15558	<input type="checkbox"/>
3000 ▾	300 ▾	HIRSCH: Educational Networks will continue to host the school's website. School and teacher web pages will be used for parent and community outreach. The website is one of the forms of communicating with the school's stakeholders. Additionally, it is a platform for teachers to support students outside of the classroom. Lessons, demonstrations, videos, examples, etc. will be posted on the teacher's page to assist students in the completion of assignments outside of class and to allow students who are absent to have access to the material that they missed.	3600	<input type="checkbox"/>
3000 ▾	300 ▾	MARSHALL: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Student Advocate Coordinator	546	<input type="checkbox"/>
3000 ▾	300 ▾	HOLMES: Unemployment & Workers Compensation @ 1.31% for 1.0 FTE Community Connector	371	<input type="checkbox"/>
3000 ▾	300 ▾	MANN: Postage for one mailing per month to notify families of events and activities	1350	<input type="checkbox"/>
3000 ▾	400 ▾	MARSHALL: Supplies for community and parent weekly meetings, including paper, school supplies, pens, banners, posters, and books	3000	<input type="checkbox"/>
3000 ▾	400 ▾	HOLMES: Supplies for Parent Resource Center in support of Holmes Parent & Community University, including subscriptions, supplies, and other materials	608	<input type="checkbox"/>
3000 ▾	400 ▾	MANN: Supplies under \$500/unit for Parent Room, including software, office supplies, and printed books and resources	3904	<input type="checkbox"/>
4000 ▾	300 ▾	HIRSCH: Purchase dual credit courses from City Colleges of Chicago to offer in-school dual credit opportunities for students (est. \$40 per hour X 4 hours per week X 16 weeks X 2 courses = \$5120); one each semester, e.g. computer, art, etc.	5120	<input type="checkbox"/>

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Total Direct Costs	5552415
- Capital Outlay Costs	18938
Allowable Direct Costs	5533477
Indirect Cost Rate %	2.91
Maximum Indirect Cost *	0

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Indirect Cost	0
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Total Allotment	6248614
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Grand Total	5552415
Allotment Remaining	696199

[Calculate Totals](#)

*\*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.*



LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction	920,079	238,047	34,014	20,570	14,063			1,226,773
2	2110	Attendance & Social Work Services	382,773	174,786	98,175	10,000				665,734
3	2120	Guidance Services	68,600	18,343	550	2,000				89,493
7	2210	Improvement of Instruction Services	549,180	66,213	155,906	7,500				778,799
8	2220	Educational Media Services	73,758	20,818	30,952	46,818	4,875			177,221
9	2230	Assessment & Testing			6,800	2,785				9,585
10	2300	General Administration	192,180	56,628	15,312	1,395				265,515
11	2400	School Administration	341,532	95,619	4,330					441,481
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services	31,236	453						31,689
16	2550	Pupil Transportation Services			2,201					2,201
18	2570	Internal Services*								
19	2610	Direction of Central Support Services	50,917	19,875	1,620,225					1,691,017
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*				15,700				15,700
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services	102,625	36,083	5,867	7,512				152,087
27	4000	Payment to Other Districts and Governmental Units			5,120					5,120
37										
29	Total Direct Costs		2,712,880	726,865	1,979,452	114,280	18,938			5,552,415
30	Approved Indirect Costs X 2.91%									
31	Total Budget									5,552,415

\* If expenditures are shown, the indirect cost rate cannot be used

\*\* Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service

- ☒ By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the program for which funding is requested.

The applicant hereby certifies and assures the Illinois State Board of Education that:

**Federal Program Assurances**

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements published by the United States Department of Education (ED).
2. Establish annual goals for student achievement on the State's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements published by the United States Department of Education in order to monitor each Priority schools that receive school improvement funds.
3. Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the ED 1003(g) final requirements if it implements a restart model in a Priority school.
4. Report to ISBE the school-level data required under section III of the ED 1003(g) final requirements.
5. Ensure that full implementation of the selected model occurs in the current school year and that no SIG 1003(g) funds are used for planning activities.

ED 1003(g) final requirements can be viewed at: [USDE Guidance for School Improvement Fund](#)

**State Program Assurances**

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the current school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Participate in any program related evaluations or studies required for participation in this grant.
3. Report other program information required by the Illinois State Board of Education (ISBE) or the U. S. Department of Education (ED).
4. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
5. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the State Assurances tab for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
6. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
7. Contact ISBE for approval to add a new or different Lead Partner.
8. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function 2300, and Fiscal Services - function 2520.
9. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
10. SIG funds must be tracked and reported separately from the Title I, Part A funds. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as those used for the Title I Basic grant award or SIG. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
11. All LEAs and Lead Partners must participate in all evaluation, data collection, and reporting activities conducted by ED and ISBE that include, but are not limited to: participating in on-site reviews conducted by ISBE; participating in designated school improvement activities and technical assistance offered by ISBE; updating annual improvement goals; submitting a revised budget and annual budget summary; submitting quarterly expenditure reports; submitting quarterly progress reports; reporting progress on ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent.
12. The LEA will contract and work with an external provider, hereto referred to as a Lead Partner organization, which it will screen and select from the Approved Partner list on the ISBE website. If the LEA decides to propose an unapproved Lead Partner, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.
13. The LEA will contact ISBE to notify if there will be a change in Principal for approval of the recruitment and selection process. Recruitment and selection of a new principal must meet the same requirements as outlined in the original proposal.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**Before completing this certification, read instructions below.**

**CERTIFICATION**

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

**Instructions for Certification**

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

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

☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

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

- ☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.
- The applicant affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

## DEFINITIONS

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

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

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

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

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

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

## PROJECT

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

## SUBCONTRACTING

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

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

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

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

## FINANCIAL TERMS

7. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
  8. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.
- All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
9. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the Illinois State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
  10. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
  11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at the Illinois State Board of Education of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. The Illinois State Board of Education shall be the final

determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the Illinois State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.
  - A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
  - B. Federally funded grants: Interest earned in excess of \$500 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.
- For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.
13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial and Performance Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program-specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

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

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

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

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

#### **NO BINDING OBLIGATION**

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

#### **COPYRIGHT**

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

#### **DEFAULT AND TERMINATION**

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any

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

#### **INDEMNIFICATION**

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

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

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.
30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its a) employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written

Cost Allocation Plan (CAP) that: a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; b) identifies the allocation methods used for distributing the costs among programs; c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; d) requires the propriety of the charges to be substantiated; and e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon Illinois State Board of Education's request.

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- a) Obtain fully executed Certifications and Assurances, and Standard Terms of the Grant forms from each entity or individual participating in the grant and return the forms to the Illinois State Board of Education prior to award of the grant;
  - b) Maintain separate accounts and ledgers for the project;
  - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
  - d) Properly post all expenditures made on behalf of the project;
  - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to the Illinois State Board of Education should reflect monthly cash needs for the fiscal agent and the joint applicants.);
  - g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
  - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to the Illinois State Board of Education; and
  - k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see Article 28 (105 ILCS 5/28-21) of the [School Code](#).

#### **Drug-Free Workplace Certification**

35. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

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

- (a) Publishing a statement:
  - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
    - (A) Abide by the terms of the statement; and
    - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.



- (d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

- ☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

"PROGRAM" means any applicable program under which Federal funds are made available to the applicant.

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

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements contained in 2 CFR 200;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.  
(v3.26.14)

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☒ Assurances for School Improvement Grant (1003g)
- ☒ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions
- ☒ Certification Regarding Lobbying
- ☒ Certifications and Assurances, and Standard Terms of the Grant
- ☒ GEPA 442 Assurances

Not calling IWAS Web Se

Signature of School District Superintendent / Agency Administrator

Larry Frazee

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 10/19/2016  
RCDT when agreed to: 15-016-2990-25

## Notice of State Award

### STATE OF ILLINOIS GRANT INFORMATION

<b>State Award Identification</b>	Name of State Agency (Grantor): <input type="text" value="Illinois State Board of Education"/>
	Department/Organizational Unit: <input type="text" value="Improvement, Innovation, and Capacity Building"/>
<b>State Award Identification Number (SAIN)</b>	<input type="text" value="586-44-0434-4339-F"/>
<b>State Program Description</b>	To competitively provide Section 1003(g) SIG grant funds to Local Educational Agencies for use in Title I schools identified for Priority services that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to substantially raise the achievement levels of their students so as to enable the schools to make adequate yearly progress and to exit Priority status.
<b>Announcement Type (pre-populated from Amendment page; cannot be changed here)</b>	<input checked="" type="radio"/> Initial announcement (Original Application) <input type="radio"/> Modification of an existing award/Amendment (Amendment) Explain modification (see Amendment page)
<b>Agency (Grantor) Contact Information</b>	<input type="text" value="Robert Hartwig or Rae Clementz"/> <input type="text" value="rhartwig@isbe.net or aclement@isbe.net"/> <input type="text" value="217-524-4832"/>

### GRANTEE INFORMATION

<b>Grantee/Subrecipient Information</b>	Name: <input type="text" value="Tabatha"/> <input type="text" value="Koylass"/>
	Address Line 1: <input type="text" value="42 West Madison"/>
	Address Line 2: <input type="text"/>
	City: <input type="text" value="Chicago"/>
	State: <input type="text" value="IL"/>
	Zip + 4: <input type="text" value="60602"/> <input type="text"/>
	Phone: <input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="2336"/>
	Email: <input type="text" value="tkoylass@cps.edu"/>
	Duns#: <input type="text" value="067464487"/>

### Period of Performance

Start and End Date:  through

### FUNDING INFORMATION

FUND	CSFA	CFDA	AMOUNT
<input type="text" value="561"/>	<input type="text" value="586-44-0434"/>	<input type="text" value="84.377"/>	<input type="text" value="0"/>
TOTAL			<input type="text" value="0"/>

(M) Currently used by State of Illinois for Match or Maintenance of Effort (MOE) requirements on Federal Funding. Funding is subject to Federal Requirements and may not be used by Grantee for other match requirements on other awards.

### TERMS AND CONDITIONS

<b>Grantee Indirect Cost Rate Information</b>	Rate (as a percent): <input type="text" value="2.91"/>
	Base: <input type="text" value="Modified Total Direct Cost"/>
	Period: <input type="text" value="7/1/2016 - 6/30/2017"/>
	List and cite all statutory or programmatic restrictions, limits or caps on indirect costs <input type="text" value="Refer to programmatic instructions on the Budget Detail page for limits"/>
<b>Research and Development</b>	<input type="text" value="No"/>
<b>Cost Sharing or</b>	<input type="text"/>

**Matching Requirements**

No

**Uniform Term(s)** [CODE of FEDERAL REGULATIONS Title 2: Grants and Agreements PART 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(2 CFR 200\)](#)

[Grant Accountability and Transparency Act \(GATA\), 30 ILCS 708/1](#)

[Illinois Administrative Code](#)

**Grantor-Specific Term(s)** [See Part Two of the Grant Agreement](#)

**Project Specific Term(s)** [None](#)

## Grantee Registration Status

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Registration status information can be accessed at the GATA Grantee Status Report at [www.isbe.net/GATA/pdf/gata-grantee-status-report.pdf](http://www.isbe.net/GATA/pdf/gata-grantee-status-report.pdf)

This entity's status is:

Complete

In order to save the page, the entity status must be listed as Complete. If there is no checkbox displayed below, the registration status is not yet complete. This grant cannot be submitted to ISBE until the registration status indicates COMPLETE. Review the deficiency on the GATA Grantee Status Report link if the status is not COMPLETE. Resources to remediate registration deficiencies can be obtained at the ISBE GATA web page under the Prequalification and Registration Status tab.

[www.isbe.net/GATA/default.htm](http://www.isbe.net/GATA/default.htm)

If you have further questions after reviewing these materials, please email [GATA@isbe.net](mailto:GATA@isbe.net)

Be sure to include your entity's region-county-district-type code, entity name, contact information and phone number.

- ☒ The district/entity administrator assures that this page has been reviewed and the status is COMPLETE. (Check the box and save the page.)

**\*\*\*IMPORTANT\*\*\* PLEASE READ THE FOLLOWING BEFORE REVIEWING THIS PAGE** ISBE is currently reviewing the specific award conditions assigned to grantees that are now automatically imposed as additional requirements in the NOSA as a result of the ICQ and Programmatic Risk Assessments responses. Your organization will be kept advised of ISBEs implementation plan regarding the conditions and any steps you may need to take to comply.

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**ICQ Section 2. Quality of Management Systems (2 CFR 200.302)**

No additional conditions imposed

**ICQ Section 3. Financial Reporting (2 CFR 200.327)**

Conditions:

More detailed reporting

Risk

Explanation:

Increased likelihood that grant revenues and expenditures will be inaccurate that could result in misreporting, and an abusive environment

How to Fix:

Implementation of new or enhanced system, mitigating controls or a combination of both

Timeframe:

One year

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**ICQ Section 4. Budgetary Controls (2 CFR 200.308)**

No additional conditions imposed

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**ICQ Section 5. Cost Principles (2 CFR 200.400)**

No additional conditions imposed

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**ICQ Section 6. Audit (2 CFR 200.500)**

Conditions:

Desk review of the status of the implementation of corrective actions

Risk

Explanation:

Risk of repeated audit findings, potential questioned costs and increase of administrative and programmatic specific conditions that will increase the cost of managing the grant program

How to Fix:

Completion of corrective action plan implementation

Timeframe:

When corrective action is complete

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**ICQ Section 7. Board Oversight**

No additional conditions imposed

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**ICQ Section 8. Property Standards (2 CFR 200.310-316)**

Conditions:

Additional prior approvals

Risk Explanation:

Increased likelihood of non-compliance resulting in audit findings, questioned cost and fraud, waste and abuse

How to Fix:

Implementation of corrective action including new or enhanced controls over equipment and property

Timeframe:

One year from the implementation of corrective action

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**ICQ Section 9. Procurement Standards (2 CFR 200.317-326)**

Conditions:

Additional prior approvals

Risk Explanation:

Increased likelihood of non-compliance resulting in audit findings, questioned costs and fraud, waste, and abuse

How to Fix:

Implementation of corrective action including new or enhanced controls over procurement activities

Timeframe:

One year from the implementation of corrective action

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**ICQ Section 10. Subrecipient Monitoring and Management**

No additional conditions imposed

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**ICQ Section 11. Fraud, Waste and Abuse**

Conditions:

Technical assistance including required training

Risk

Explanation:

Increased likelihood of fraud, waste and abuse occurring and not being identified in the normal course of employees duties; decreased likelihood of employees or clients reporting fraud, waste and abuse

How to Fix: Corrective action including implementing a fraud awareness including information on how to report fraud, waste and abuse without fear of retaliation

Timeframe: One year from the implementation of corrective action

In order to save the page, the entity must assure that this page has been reviewed and conditions accepted. If there are not ten conditions noted above and if there is no checkbox displayed below, the Fiscal ICQ has not been approved. The Fiscal ICQ must be completed and approved prior to saving this page and subsequently submitting your application. The Fiscal ICQ is dependent upon successful grantee registration at <http://www.illinois.gov/sites/GATA/Grantee/Pages/default.aspx> . If you have successfully registered but have not received an ICQ, please send an email with your contact information to [GATA@isbe.net](mailto:GATA@isbe.net)

☒ The district/entity administrator assures that this page has been reviewed and conditions accepted. (Check the box and save the page.)



## Conditions - Program Risk Assessment

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**\*\*\*IMPORTANT\*\*\* PLEASE READ THE FOLLOWING BEFORE REVIEWING THIS PAGE** ISBE is currently reviewing the specific award conditions assigned to grantees that are now automatically imposed as additional requirements in the NOSA as a result of the ICQ and Programmatic Risk Assessments responses. Your organization will be kept advised of ISBEs implementation plan regarding the conditions and any steps you may need to take to comply.

### PRA Section 1. Quality of Management Systems and ability to meet management standards

No additional conditions imposed

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### PRA Section 2. History of Performance

Conditions: More detailed and more frequent programmatic reporting

Risk Explanation: Indication of limited grant experience, increasing likelihood of compliance and/or performance issues

How to Fix: Entity must demonstrate adequate grant performance

Timeframe: Re-examine in 6 months

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### PRA Section 3. Compliance - Audit reports and findings

No additional conditions imposed at this time

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### PRA Section 4. Implementation of statutory, regulatory or other requirements

No additional conditions imposed

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### PRA Section 5. Agency and grant-specific parameters

No additional conditions imposed

In order to save the page, the entity must assure that this page has been reviewed and conditions accepted. If there are not five conditions noted above and if there is no checkbox displaying below, the GATA Risk Assessment application has not been approved. The GATA Risk Assessment must be completed and approved prior to saving this page and subsequently submitting the application. The GATA Risk Assessment is available through IWAS at ISBE . If you are unable to access the GATA Risk Assessment system, send an email with your contact information to GATA@isbe.net

☒ The district/entity administrator assures that this page has been reviewed and the conditions accepted. (Check the box and save the page.)

## Overview

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The Uniform Grant Agreement (UGA) is divided into three parts along with exhibits. The UGA replaces state agencies' current grant agreements.

Part One contains the uniform requirements applicable to all grants in the State of Illinois.

Part Two contains additional agency-specific requirements.

Part Three contains grant or program specific requirements. It includes information that is currently in ISBE's Program-Specific Terms of the Grant, including financial and performance reporting requirements, applicable state and federal rules and regulations, and other specific requirements, restrictions or limitations for the grant program or project.

Exhibits are provided as follows:

Exhibit A - Project Description

Exhibit B - Deliverables or Milestones

Exhibit C - Payment

Exhibit D - Contact Information

Exhibit E - Performance Measures

Exhibit F - Performance Standards

Exhibit G - State Agency Contracts

Exhibit H - Specific Conditions

Once agreement has been assured to, via check boxes on the applicable pages, complete the Assurances summary page.

## Grant Agreement

**The Illinois State Board of Education (Grantor), with its principal office at 100 North First Street, Springfield, Illinois 62777, and**

**Board of Education of the City of Chicago** (Grantee),

with its principal office at

Address 1

**42 West Madison**

Address 2

City

**Chicago**

State

**IL**

ZIP + 4

**60602**

**hereby enter into this Grant Agreement (Agreement). Grantor and Grantee are collectively referred to herein as Parties or individually as a Party.**

### PART ONE - THE UNIFORM TERMS

#### RECITALS

WHEREAS, it is the intent of the Parties to perform consistent with all Exhibits and attachments hereto and pursuant to the duties and responsibilities imposed by Grantor under the laws of the State of Illinois and in accordance with the terms, conditions, and provisions hereof.

NOW, THEREFORE, in consideration of the foregoing and the mutual agreements contained herein, and for other good and valuable consideration, the value, receipt and sufficiency of which are acknowledged, the Parties hereto agree as follows:

#### ARTICLE I

##### AWARD AND GRANTEE-SPECIFIC INFORMATION AND CERTIFICATION

###### 1.1 Under penalty of perjury, Grantee certifies that:\*

**067464487** is the Grantee's correct DUNS number, and that

Grantee is doing business as a:

- |   |  |
|---|--|
| <input type="radio"/> Individual  | <input type="radio"/> Nonresidential Alien   |
| <input type="radio"/> Sole Proprietorship                                       | <input type="radio"/> Pharmacy/Funeral Home/Cemetery Corp                              |
| <input type="radio"/> Partnership   | <input type="radio"/> Tax Exempt   |
| <input type="radio"/> Corporation (includes Not For Profit)                     | <input type="radio"/> Limited Liability Company (select applicable tax classification) |
| <input type="radio"/> Medical Corporation                                       | <input type="radio"/> D = disregarded entity   |
| <input checked="" type="radio"/> Governmental Unit (includes schools/districts) | <input type="radio"/> C = corporation  |
| <input type="radio"/> Estate or Trust   | <input type="radio"/> P = partnership  |
| <input type="radio"/> Pharmacy-Non Corporate                                    |  |

###### 1.2 Amount of Agreement

Grant funds are estimated to be: **0**

of which **0**

are federal funds. Grantee agrees to accept Grantor's payment as specified in the Exhibits and attachments incorporated herein as part of this Agreement.

###### 1.3 Identification Numbers (if applicable)

Federal Award Identification Number (FAIN):

**S377A090014A**

Federal awarding agency:

**Department of Education**

Federal Award date:

**7/1/2014**

Catalog of Federal Domestic Assistance (CFDA) number:

**84.377**

Catalog of State Financial Assistance (CSFA) number:

**586-44-0434**

###### 1.4 Term

This Agreement shall be effective on

**7/1/2016**

and shall expire on

**6/30/2017**

unless terminated pursuant to this Agreement.

###### 1.5 Certification

Grantee certifies under oath that (1) all representations made in this Agreement are true and correct and (2) all Grant Funds awarded pursuant to this Agreement shall be used only for the purposes(s) described herein. Grantee acknowledges that the Award is made solely upon this certification and that any false statements, misrepresentations, or material omissions shall be the basis for immediate termination of this Agreement and repayment of all Grant Funds.

[Articles II through XXVI included in this agreement include the below points](#)

Required Representations

Definitions

Payment

Scope of Grant Activities/Purpose of Grant

Budget

Allowable Costs

Required Certifications

Criminal Disclosure

Unlawful Discrimination

Lobbying

Maintenance and Accessibility of Records; Monitoring

Financial Reporting Requirements

Performance Reporting Requirements

Audit Requirements

Termination; Suspension

Subcontracts/Sub-Grants

Notice of Change

Reorganization and Board Membership

Agreements with Other State Agencies

Conflict of Interest

Equipment or Property

Promotional Materials; Prior Notification

Insurance

Lawsuits and Indemnification

Miscellaneous

## **1.6 Signatures**

☒ \* In witness whereof, the Parties hereto have caused this Agreement to be executed by their duly authorized representatives.

\* Required Field

## PART TWO - THE GRANTOR-SPECIFIC TERMS

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In addition to the uniform requirements in PART ONE, the Grantor, Illinois State Board of Education (or ISBE); has the following additional requirements for its Grantee:

[Part Two includes the requirements of:](#)

Additional Definitions	Copyright
Project	Indemnification
Subcontracts/Sub-Grants	General Certifications and Assurances
Financial Terms	Indirect Cost Rate
Financial and Performance Reports	Joint Applications - Administrative and/or Fiscal Agent
No Binding Obligation	Drug-Free Workplace Certification

- ☒ \* The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the certifications, assurances, and terms in this Part Two of the Grant Agreement on behalf of the applicant/grantee. Further, the undersigned certifies under oath that all information in the entirety of the Grant Agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

\* Required Field

## Exhibits

### Exhibit A - Project Description

School Improvement Grants (SIG) under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) provide subgrants to local education agencies for use in Title I schools identified as Priority schools to enable those schools to improve the quality of instruction provided to students and improve student achievement over a four- or five-year timeline (three years of implementation and one or two years of sustainability activities), as permitted under SIG rules.

### Exhibit B - Deliverables or Milestones

Annually: Implement a program that meets the requirements outlined in the performance standards with at least 90% fidelity, as measured through quarterly reports and programmatic monitoring of implementation. After 3 years of implementation: Improve student achievement in the all students group on the state accountability assessment in reading and mathematics by an amount determined by the LEA based on its baseline data and needs assessment and approved by ISBE as a part of the application; Improve high school graduation rates (if applicable) by an amount determined by the LEA based on its baseline data and needs assessment and approved by ISBE as a part of the application; Improve teacher talent, as measured by the distribution of teacher talent, from baseline; and, Reduce the rates of chronic absenteeism, discipline incidents, and dropouts, if applicable, by an amount determined by the LEA based on its baseline data and needs assessment and approved by ISBE as a part of the application.

### Exhibit C - Payment

Reimbursement of timely expenditure reports.

### Exhibit D - Contact Information

[Robert Hartwig](#)

[Rae Clementz](#)

217-524-4832

### Exhibit E - Performance Measures

The LEA submits quarterly progress (October, January, April, and July) reports via a Word template that includes qualitative and quantitative data, aggregated and disaggregated by relevant sub-groups, on the following, if applicable: Chronic Absenteeism Rates; Discipline Incidents; Drop-Out Rates; College and Career readiness activities or opportunities; 9th Grade On-Track (Illinois State Course System); 10th, 11th Grade On-Pace (Illinois State Course System); 12th Grade Course Enrollments (Illinois State Course System); Teacher Attendance Rate; Formative Assessments, Quarterly/Semester Common Assessments; Interim Assessments (e.g., NWEA/MAP ) ; SAT/ACT ; A description of all professional development provided to staff; A description of all family & community engagement activities.

### Exhibit F - Performance Standards

The grantees must implement programs that meet the following requirements: 1. Sustained (ongoing) Local Educational Agency (LEA) support and monitoring of intervention implementation and external partners; 2. The LEA adopts a new governance plan/structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, or hiring a turnaround leader who reports directly to the Superintendent or Chief Academic Officer; 3. The LEA must give the school principal sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement, fully, a comprehensive approach to substantially improve student achievement outcomes; 4. The LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that are compliant with state law; 5. The LEA implements such strategies as financial incentives, increased opportunities for promotion and career growth, and/or more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation/turnaround school; 6. The LEA identifies and reward school leaders, teachers, and other staff who, in implementing this program, have increased student achievement and/or high school graduation rates and identify, and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; 7. The LEA establishes strategies that provide increased learning time by lengthening the school day, week and/or year to 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; 8. The LEA must use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards and promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 9. The LEA must ensure staff receives 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 implement, successfully, school reform strategies; 10. The LEA must work with a Lead Partner to share accountability for the successful implementation of the selected intervention model, with the ultimate goal to substantially raise student achievement. The Lead Partner must provide daily on-site support, leadership, and assistance in the served school; 11. The LEA and School must use data to drive instruction in the classroom and curricular reform, as spelled out in the requirement for Comprehensive Instructional Reform; 12. The LEA must monitor the School to determine it is: Meeting the annual goals established by the LEA for student achievement on the states assessments in both reading/language arts and mathematics; and Making progress on other relevant culture and climate, teacher talent, and student learning leading indicators. The LEA must report annually on 18 metrics to the federal government. The School has a strong program to track the fidelity of implementation of the intervention model and make course corrections as needed based on program monitoring data. The LEA must meet its obligation to submit quarterly accountability/progress monitoring reports to the SEA. 13. The LEA must have a communication strategy for parent and community outreach, and provide ongoing mechanisms for family and community engagement and input into the implementation of the SIG intervention model in the School. 14. The LEA must describe the actions it will take to sustain the reforms after the funding period ends. 15. The LEA must align other funds, such as local, state, or other federal dollars, to maximize the impact of SIG 1003(g) monies. These requirements are monitored through quarterly reports, desk review of documentation, and on-site monitoring. Failure to fully implement the required elements results in the LEA having to develop a corrective action plan, which is reviewed, approved, and monitored by ISBE.

### Exhibit G - State Agency Contracts

Not applicable

### Exhibit H - Specific Conditions

None

☒ \* The above Exhibits to the Uniform Grant Agreement were reviewed.

\* Required Field

### **PART THREE - THE PROJECT-SPECIFIC TERMS**

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In addition to the uniform requirements in PART ONE and the Grantor-Specific Terms in PART TWO, the Grantor has additional requirements for this project. Refer to the Program Assurances tab for these specific terms.

## Uniform Grant Agreement Summary

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NOTE: The below check boxes will be automatically filled in as each of the separate Uniform Grant Agreement sections are read and completed.

- ☒ Part One - The Uniform Terms
- ☒ Part Two - The Grantor-Specific Terms
- ☒ Part Three - The Project-Specific Terms - Currently within the Program Assurances
- ☒ Exhibits
- ☒ \* The above check boxes accurately reflect that the Uniform Grant Agreement was completed.

\* Required



**The application has been approved.**[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	10/11/2016
Assurances were agreed to on:	10/19/2016
Consistency Check was run on:	11/14/2016
District Data Entry submitted for district review on	11/14/2016
Business Manager	
District Administrator submitted to ISBE on	11/14/2016
ISBE Program Administrator approved the application on	11/14/2016
ISBE Program Administrator 2 approved the application on	12/14/2016

☐ Expand All

School Improvement Grant (1003g)

[School Improvement Grant \(1003g\)](#)

Page Status    Open Page  
for editing  
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Section    ☐

Save