

eGrant Management System

Printed Copy of Application

Applicant: DANVILLE CCSD 118

Application: School Improvement Grant (1003g) - 14

Cycle: Original Application

Sponsor/District: DANVILLE CCSD 118

Date Generated: 1/27/2017 10:11:38 AM

Generated By: bobhartwig

Overview

PROGRAM:	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
PURPOSE:	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.
PROGRAM TYPE:	Continuation of a federal competitive grant
FUNDING:	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.
CSFA NUMBER:	586-44-0434
CFDA NUMBER AND NAME:	84.377 NCLB Title I Section 1003(g) School Improvement Grant (SIG)
GATA INFORMATION:	Grant Accountability and Transparency Act (GATA) website GATA Rules GATA Legislation Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200)
LEGISLATION:	Elementary and Secondary Education Act of 1965, as amended: Title I, Part A, Section 1003(g)
REGULATIONS/GUIDANCE:	Federal Register - 2010 Federal Register - 2015
OTHER RESOURCES:	Program Specifications USDE Guidance for the School Improvement Grant - February 2011 USDE Guidance for the School Improvement Grant - March 2015
APPLICATION DUE DATE:	Within 30 days of the application release for a July 1 start date
AMENDMENT DUE DATE:	Prior to obligation of funds and not later than 30 calendar days prior to the end of the program
GRANT PERIOD:	July 1 through June 30 each year
BEGIN DATE:	Within 30 days of the application release for a July 1 start date OR the submission date of the original application
END DATE:	June 30 unless an extension is approved on the District Information page
EXPENDITURE REPORTS:	Quarterly cumulative expenditure reports and a final completion report are required.

Program Contact Person:

Last Name*	First Name*	Middle Initial
<input type="text" value="Norton"/>	<input type="text" value="Kimberly"/>	<input type="text"/>
Address 1*		
<input type="text" value="202 E Fairchild St"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4 *
<input type="text" value="Danville"/>	<input type="text" value="IL"/>	<input type="text" value="61832"/>
<input type="text"/>		
Phone*	Extension	Fax
<input type="text" value="217"/> <input type="text" value="444"/> <input type="text" value="1501"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Summer Phone *	Extension	Email*
<input type="text" value="217"/> <input type="text" value="444"/> <input type="text" value="1501"/>	<input type="text"/>	<input type="text" value="nortonk@danville118.org"/>
NCES Number*		
<input type="text" value="1711790"/>		

☐ Check to indicate that the contact person for the budget is the same as the program contact person identified above.

Budget Contact Person (required fields if different from Program Contact):

Last Name*	First Name*	Middle Initial
<input type="text" value="Biggs"/>	<input type="text" value="Janelle"/>	<input type="text"/>
Address 1*		
<input type="text" value="202 E Fairchild"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip +4*
<input type="text" value="Danville"/>	<input type="text" value="IL"/>	<input type="text" value="61832"/>
<input type="text"/>		
Phone*	Extension	Fax
<input type="text" value="217"/> <input type="text" value="477"/> <input type="text" value="0302"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Summer Phone	Extension	Email*
<input type="text" value="217"/> <input type="text" value="778"/> <input type="text" value="8335"/>	<input type="text"/>	<input type="text" value="biggsj@danville118.org"/>

☐ 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)

Danville High School has made dramatic changes as a result of the School Improvement Grant that was implemented in the Fall of 2014. As a result, growth has been made with utilizing the strengths of all teachers. The sustainability funds will foster connections to our mission statement to promote school success and nurture life-long learners through rigor, relevance, and relationships. Rigor will be fine-tuned with the results that are being made with common formative assessments and through utilizing an improved grading system. Greater consistency has

been established and communicated to students by aligning the grade categories for all content areas. Formative assessments make up ten percent of the overall grade, whereas summative account for ninety percent. Relevance will be obtained through meaningful lessons that are differentiated to provide RtI within core instruction. Re-teaching and interventions are necessary within core instruction. Professional development opportunities have centered around the classroom format and student engagement. Several staff members will be attending the Pat Quinn RtI conference and share findings with colleagues. In addition, a continued partnership with Solution Tree remains in effect for the 2016-2017 school year. Relationships are valued as we connect to students and also promote a safe school environment as we adjust to changes with the implementation of Senate Bill 100. In a recent culture/climate survey for staff, relationships through collaboration continued to be valued and are sacred to our adults. However, we continue to see improvement needed for student relationships as connections need to be fostered. Mediation has occurred as an avenue to strengthen relationships and repair conflict with student to student. Danville High School will improve efforts through restorative justice and intervene more at the classroom level and with teacher to student.

*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)

Funds will be used to increase the student achievement in mathematics and reading through compliance with Federal requirements associated with the specific school improvement 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.

Amendments

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.

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)

*Required field

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)

One advantage to this school is going back to one leadership team, instead of several in the past. Many of our teachers outside of the leadership team are providing suggestions for improvement and leading professional development. At DHS, all teachers are "leaders." A major success has been getting to the final piece as a progression towards analyzing results as a Professional Learning Community. Teachers continue to embrace the model and the collaborative time that it allows. PLCs have created common policies in areas such as grading policies and re-teaching/reassessing. More consistency has occurred with common grade categories and a large emphasis on summative grades. In order to further the work in this area, DHS has partnered with Solution Tree for the 2016-2017 school year. Another success was in implementing a full year of the student growth framework. A significant amount of time and support was provided to teachers as they piloted their SLOs, leading to a smooth implementation. A challenge has been the loss of some positions beyond the grant. We are doing more with less, but are showing much success with our culture and climate with the reduction of suspensions. A final challenge mentioned earlier was the reduction of many leadership teams. The leadership team consisted of administrators, division heads, teacher leaders, and other members, such as the data analyst, librarian, behavior interventionist, and deans. In all, 35 members sat on this team, making it difficult to arrive at consensus on items. In addition, there was a building leadership team. By reducing the actual leadership teams, it led to a reduce in morale this first nine weeks as many were redefining their role within the building.

1. Intervention Used- Transformation
2. PARCC Benchmarks and Missed English- 37.9 Math- 13.8 Reading- 22.5 Science- 15.4 All four subjects- 8.73. Number of minutes increased learning time- 30 minutes per day
4. Percentage of students at or above proficiency level on state assessments in reading/language arts and mathematics by grade and by student subgroup
English Language Arts Level 4- 14.1 Level 5- 0.6 Female Level 4- 15.0 Female Level 5- 0.6 Male Level 4- 13.0 Male Level 5- 0.6 White Level 4- 22.0 White Level 5- 1.3 Black Level 4- 6.0 Black Level 5- 0.0 Hispanic Level 4- 5.3 Hispanic Level 5- 0.0 Asian Level 4- 43.4 Asian Level 5- 17.8 Native Hawaiian/Pacific Islander Level 4- 37.8 Native Hawaiian/Pacific Islander Level 5- 7.2 American Indian Level 4- 21.2 American Indian Level 5- 4.8 Two or More Races Level 4- 8.3 Two or More Races Level 5- 0.0 IEP Level 4- 0.0 IEP Level 5- 0.0 Non-IEP Level 4- 14.7 Non-IEP Level 5- 0.6 Free/Reduced Lunch Level 4- 8.0 Free/Reduced Lunch Level 5- 0.0 Mathematics: Level 4- 2.5 Level 5- 0.3 Female Level 4- 2.0 Female Level 5- 0.0 Male Level 4- 3.1 Male Level 5- 0.0 White Level 4- 4.8 White Level 5- 0.0 Black Level 4- 3.6 Black Level 5- 0.0 Hispanic Level 4- 0.0 Hispanic Level 5- 0.0 Asian Level 4- 40.8 Asian Level 5- 3.5 Native Hawaiian/Pacific Islander Level 4- 31.8 Native Hawaiian/Pacific Islander Level 5- 1.9 American Indian Level 4- 18.1 American Indian Level 5- 0.3 Two or More Races Level 4- 0.0 Two or More Races Level 5- 0.0 IEP Level 4- 4.4 IEP Level 5- 0.1 Non-IEP Level 4- 2.5 Non-IEP Level 5- 0.0 Free/Reduced Lunch Level 4- 1.3 Free/Reduced Lunch Level 5- 0.05. Average scale scores on state assessments in reading/language arts in mathematics, by grade for the all students group, for each achievement Quartile, and for each subgroup
English Language Arts Level 1- Did not yet meet expectations- 36.1 Level 2- Partially met expectations- 28.7 Level 3- Approached expectations- 20.5 Level 4- Met expectations- 14.1 Level 5- Exceeded expectations- 0.6 Mathematics Level 1- Did not yet meet expectations- 66.3 Level 2- Partially met expectations- 21.9 Level 3- Approached expectations- 9.3 Level 4- Met expectations- 2.5 Level 5- Exceeded expectations- 0.06. Graduation rate 4 year graduate rate: 69.75 year graduation rate- 75.17. Dropout rate- 7.98. Student attendance rate- 89.49. College enrollment rates 12 months- 55.16 months- 59.10. Truants- 11.6

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

([count] of 7800 maximum characters used)

There are several significant programmatic changes that will take place during the 2016-2017 school year, with the work centered on teacher collaboration, supports for students, and core instruction. The first change is work that our staff will be doing with outside consultants from Solution Tree. One Solution Tree consultant will be providing both professional development and ongoing coaching on Professional Learning Communities and Response to Intervention. Because of this work, PLCs will move to the final piece to refine the results being received from common formative assessments. Staff have also created SMART goals to pay close attention to student progress, grade distribution, and improve the pass rates in all courses. Actionable plans are developed around standards based skills. There will also be a much stronger focus on core instructional strategies and tier one interventions within each classroom in an effort to engage all learners. Many teachers and support staff have been trained in the Behavior Intervention Support Team (BIST) model and all Freshman House staff will utilize BIST strategies to build positive relationships with students. Within the work with BIST, consistency and common language will be utilized when handling discipline incidents in the classroom. Program support will be provided through the Student Support Center with an administrator newly appointed to oversee this area.

* 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)

80% of students will achieve mastery as evidenced by a C or greater with alignment to key skills as indicated in the Skyward data base. Previously, in the 2015-2016 school year 69% of students in all grades passed English.

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)

100% of identified teachers will be trained in and implement common literacy strategies during the 2016-17 school year. A plan for multi-tiered levels of support will be implemented at DHS based upon academic data gathered from common formative assessments. Greater emphasis will be placed during core instruction with utilizing RtI in the classroom. Curriculum will be vertically aligned to the Common Core Literacy Standards.

Measurable Outcome(s)*

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

([count] of 1000 maximum characters used)

Professional Learning Communities will engage in reflective dialogue and analysis around the implementation and needed support of literacy strategies. SMART goals will be reviewed every month. Key essential skills will be identified by English, Science, and Social Sciences PLCs to determine a focus for common formative and summative assessments. Units will be refined to ensure the essential skills and a variety of resources are incorporated to maximize instruction around literacy skills.

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)

90% of classroom observations and walkthrough data will show evidence of teachers using the literacy strategies provided in professional development. 100% of teachers will participate in focused, reflective dialogue and analysis around the literacy strategies as documented by Professional Learning Community artifacts. 85% of students will pass common ELA assessments aligned to the Common Core State Standards.

Target Date of Completion*

5/31/2017 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

All English , science, and social studies teachers, DHS Administrative Team

*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)

At least 90% of all math students will meet Mastery Criteria with no more than 5% earning a D for the semester. Last year, 80% of our students that were in attendance 85% of the time earned A/B/C on Mastery Criteria.

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)

100% of identified Mathematics teachers will be trained in and implement differentiated math strategies during the 2016-17 school year. A plan for multi-tiered levels of support will be implemented at DHS during the 2016-17 school year based upon academic data gathered from common formative assessments. RTI will be observed and practiced within core instruction to provide enrichment and interventions where needed. Mathematics curriculum will be vertically aligned to the Common Core Standards, including the eight Mathematical Practices.

Measureable Outcome(s)*

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

([count] of 1000 maximum characters used)

Math Professional Learning Communities will engage in reflective dialogue and analysis around the implementation and needed support of skill specific and differentiated math strategies. Teachers will create common formative assessments that will be used to identify students needing targeted mathematics interventions. Key essential skills will be identified by Math PLCs to determine a focus for common formative and summative assessments. Units will be refined to ensure the essential skills and a variety of resources are incorporated to maximize instruction around math skills. Students will demonstrate evidence of applying the mathematical practices and strategies to new skill-specific tasks.

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)

100% of peer observation and walkthrough data will show evidence of teachers using differentiated instruction and skill specific strategies that were provided in professional development. 100% of teachers will participate in focused, reflective dialogue and analysis around the differentiated strategies as documented by Professional Learning Community minutes. 85% of students will pass common mathematics assessments aligned to the Common Core State Standards. 100% of Mathematics teachers will create common formative assessments. 85% of students will pass common formative assessments aligned to the Common Core State Standards. .

Target Date of Completion*

5/31/2017 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Math teachers, DHS admin team

*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)

The number of identified behavior incidents will decrease by 20% from the 2016-2017 school year.

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)

A plan for multi-tiered levels of support will be implemented at DHS during the 2016-17 school year based upon behavioral data gathered from the Skyward data base. As a result of the implementation of Behavior Intervention Support Team (BIST), suspensions at the freshman level will be reduced by 20%. Emphasis will be placed on mediation and restorative justice. Students suspended will receive academic support and a re-entry conference will be held. By the end of the 2016-17 school year, DHS will be a community built on trust, communication, collaboration, and respect among students and staff that fosters a positive culture that supports the whole child.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

Discipline data will be tracked and students will be identified as needing placement in Tier II and Tier III behavioral supports and interventions, including weekly check-in/check-out with a staff mentor, group SEL curriculum and meeting, and individual counseling. The DHS Response to Intervention (RtI) Team will meet monthly to review student data and determine next steps and additional behavioral supports. Freshmen teachers will implement BIST to create consistency and common language when handling discipline incidents in the classroom. The DHS BIST Team will meet monthly to review student data and determine next steps and additional behavioral supports. Climate surveys will be administered to students three times per year, with corresponding data analyzed by both the Leadership Team and Student Advisory Board representatives.

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)

100% of students identified as needing additional behavioral supports will receive assistance and intervention. Student attendance will increase by 1% for the 2015-16 school year. 85% of students placed in the SEL/Skills for Success classes will show behavioral and academic growth. 100% of Freshman identified as needing additional BIST supports will receive assistance and intervention. The freshman on track rate will increase by 2% from 78% during the 2015-2016 school year. Student attendance will increase by 1% for the 2016-17 school year. 95% of classroom observation and walkthrough data will show evidence of teachers using differentiated instruction and skill specific strategies that were provided in professional development

Target Date of Completion

5/31/2017 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

All teachers, guidance counselors, social workers, psychologist, DHS admin team

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)

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)

Measureable Outcome(s)

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

([count] of 1000 maximum characters used)

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)

Target Date of Completion

(mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

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 Baselinedata, followed by a hyphen, followed by the school name, followed by a hyphen, followed by the Region-County-District-Type code number.
Example: Baselinedata-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](#)

Danville HS- FY17 SIG Individual School Strategies Form- 1.pdf
Danville HS- FY17 SIG Individual School Strategies Form-3.pdf
Danville HS-FY17 SIG Individual School Strategies Form-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)

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

School Name *

Danville High School

NCES # *

171179001382

School Principal

Last Name *

Norton

First Name *

Kimberly

Middle
Initial

Address 1 *

202 E Fairchild

Address 2

City *

Danville

State *

IL

Zip +4 *

61832

3114

Phone *

217 444 1501

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status *

School State Academic Status *

Not Applicable

Academic Watch

Selected Intervention Model *

Transformation

Individual School On-Site Lead Partner

Name of Lead Partner *

n/a

Lead Contact Last Name *

n/a

First Name *

n/a

Middle Initial

Address 1 *

n/a

Address 2

City *

n/a

State *

il

Zip +4 *

61832

3114

Phone *

217 123 4567

Extension

Fax

Email

ISBE Approved Lead Partner *

☐ Yes☒ No

* Denotes required fields

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

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

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

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

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

	SIG1003g-4339
Current Year Allotment	\$0
Reallotted Funds (+)	
Released Funds (-)	
Carryover (+)	\$533,196
PrePayment (+)	0
SUB TOTAL	\$533,196
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$533,196
TOTAL AVAILABLE	\$533,196
	SIG1003g-4339

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.

		Award
	Amount Reserved for District	
School 1 Name	Danville High School	500000
School 2 Name		
School 3 Name		
School 4 Name		
School 5 Name		
School 6 Name		
School 7 Name		
School 8 Name		
	TOTAL Distribution (must equal Total Award Amount below)	500000
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	533196

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	Danville High School - After School Tutoring - 94.5 hours x 4 Teachers	7560	<input type="checkbox"/>
1000	100	Danville High School - Freshman On Track Team to mentor and set goals for ask risk students (20 Teachers X 1.5 Hours X 2 Days X \$20)	25200	<input type="checkbox"/>
1000	100	Danville High School - 1 FTE teacher to teach credit recovery classes in an effort to increase graduation rate among students at risk for not graduating	72963	<input type="checkbox"/>
1000	200	Danville High School - After School Tutoring - 94.5 hours x 4 Teachers - Benefits to include TRS, ITRS and Medicare	4295	<input type="checkbox"/>
1000	200	Danville High School - Freshman On Track Team to mentor and set goals for ask risk students (20 Teachers X 1.5 Hours X 2 Days X \$20) - Benefits to include TRS, ITRS and Medicare	14318	<input type="checkbox"/>
1000	200	Danville High School - 1 FTE teacher to teach credit recovery classes in an effort to increase graduation rate among students at risk for not graduating - Benefits to include TRS, ITRS, Medicare, and insurance	49835	<input type="checkbox"/>
1000	300	Danville High School - After School Tutoring - 94.5 hours x 4 Teachers - Workers Compensation	41	<input type="checkbox"/>
1000	300	Danville High School - Freshman On Track Team to mentor and set goals for ask risk students (20 Teachers X 1.5 Hours X 2 Days X \$20) - Workers Compensation	136	<input type="checkbox"/>
1000	300	Danville High School - 1 FTE teacher to teach credit recovery classes in an effort to increase graduation rate among students at risk for not graduating - Workers Compensation and Unemployment	673	<input type="checkbox"/>
2110	100	Danville High School - 1 FTE Behavioral Interventionist	59846	<input type="checkbox"/>
2110	100	Danville High School - 1 FTE Dean of Students	46729	<input type="checkbox"/>
2110	100	Danville High School - 1 FTE Additional Guidance Counselor to track grades, attendance and behavior as well as monitor progress for students at risk of not being eligible to graduate from Danville High School (Grades 9-12)	41646	<input type="checkbox"/>
2110	200	Danville High School - 1 FTE Behavioral Interventionist - Benefits to include TRS, ITRS, Medicare, and insurance	42383	<input type="checkbox"/>
2110	200	Danville High School - 1 FTE Dean of Students Benefits to include TRS, ITRS, Medicare, and insurance	34930	<input type="checkbox"/>
2110	200	Danville High School - 1 FTE Additional Guidance Counselor to track grades, attendance and behavior as well as monitor progress for students at risk of not being eligible to graduate from Danville High School (Grades 9-12) - Benefits to include TRS, ITRS, Medicare and insurance	32042	<input type="checkbox"/>
2110	300	Danville High School - 1 FTE Behavioral Interventionist - Workers Compensation and Unemployment	602	<input type="checkbox"/>
2110	300	Danville High School - 1 FTE Dean of Students - Workers Compensation and Unemployment	531	<input type="checkbox"/>
2110	300	Danville High School - 1 FTE Additional Guidance Counselor to track grades, attendance and behavior as well as monitor progress for students at risk of not being eligible to graduate from Danville High School (Grades 9-12) - Workers Compensation and unemployment	504	<input type="checkbox"/>
2210	100	Danville High School - Stipends for staff to attend on site summer and after school professional development as well as curricular and programmatic planning	20000	<input type="checkbox"/>
2210	200	Danville High School - Stipends for staff to attend on site summer and after school professional development as well as curricular and programmatic planning - Benefits to include TRS, ITRS and Medicare	11363	<input type="checkbox"/>
2210	300	Danville High School - Stipends for staff to attend on site summer and after school professional development as well as curricular and programmatic planning - Workers Compensation	108	<input type="checkbox"/>
2210	300	Danville High School - Professional Development for Staff as well as travel expenses and reimbursements for professional development	28355	<input type="checkbox"/>
2210	300	Danville High School - Supplies and Educational materials to be utilized for professional development for staff	3000	<input type="checkbox"/>
2550	300	Danville High School - Bus services for student transportation for activities such as, but not including tutoring and students meeting with freshman mentors	2940	<input type="checkbox"/>

Total Direct Costs 500000

- Capital Outlay Costs 0

Allowable Direct Costs 500000

Indirect Cost Rate % 4.40

Maximum Indirect Cost * 22000

Indirect Cost 0

Total Allotment 533196

Grand Total 500000

Allotment Remaining 33196

[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	105,723	68,448	850					175,021
2	2110	Attendance & Social Work Services	148,221	109,355	1,637					259,213
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services	20,000	11,363	31,463					62,826
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services			2,940					2,940
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services								
27	4000	Payment to Other Districts and Governmental Units								
37										
29	Total Direct Costs		273,944	189,166	36,890					500,000
30	Approved Indirect Costs X 4.40%									
31	Total Budget									500,000

* 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

ALICIA M. GEDDIS

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

Agreed to on this Date: 11/09/2016
RCDT when agreed to: 54-092-1180-24

Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION

State Award Identification	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"/>
State Award Identification Number (SAIN)	<input type="text" value="586-44-0434-4339-F"/>
State Program Description	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.
Announcement Type (pre-populated from Amendment page; cannot be changed here)	<input checked="" type="radio"/> Initial announcement (Original Application) <input type="radio"/> Modification of an existing award/Amendment (Amendment) Explain modification (see Amendment page)
Agency (Grantor) Contact Information	<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

Grantee/Subrecipient Information	Name: <input type="text" value="Kimberly"/> <input type="text" value="Norton"/>
	Address Line 1: <input type="text" value="202 E Fairchild St"/>
	Address Line 2: <input type="text"/>
	City: <input type="text" value="Danville"/>
	State: <input type="text" value="IL"/>
	Zip + 4: <input type="text" value="61832"/> <input type="text"/>
	Phone: <input type="text" value="217"/> <input type="text" value="444"/> <input type="text" value="1501"/>
	Email: <input type="text" value="nortonk@danville118.org"/>
	Duns#: <input type="text" value="060860277"/>

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

Grantee Indirect Cost Rate Information	Rate (as a percent): <input type="text" value="4.40"/>
	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"/>
Research and Development	<input type="text" value="No"/>
Cost Sharing or	<input type="text"/>

Matching Requirements

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)

Project Specific Term(s)

Grantee Registration Status

Registration status information can be accessed at the GATA Grantee Status Report at 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

If you have further questions after reviewing these materials, please email 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.

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

No additional conditions imposed

ICQ Section 3. Financial Reporting (2 CFR 200.327)

No additional conditions imposed

ICQ Section 4. Budgetary Controls (2 CFR 200.308)

No additional conditions imposed

ICQ Section 5. Cost Principles (2 CFR 200.400)

No additional conditions imposed

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

ICQ Section 7. Board Oversight

No additional conditions imposed

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

No additional conditions imposed

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

ICQ Section 10. Subrecipient Monitoring and Management

No additional conditions imposed

ICQ Section 11. Fraud, Waste and Abuse

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 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

☒ 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

*****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

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

PRA Section 3. Compliance - Audit reports and findings

No additional conditions imposed at this time

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

No additional conditions imposed

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

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

Danville District 118 (Grantee),

with its principal office at

Address 1

202 E Fairchild St

Address 2

City

Danville

State

IL

ZIP + 4

61832

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:*

060860277 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

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

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

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:	10/12/2016
Assurances were agreed to on:	11/9/2016
Consistency Check was run on:	11/9/2016
District Data Entry submitted for district review on	11/9/2016
Business Manager forwarded for administrator review on	11/9/2016
District Administrator submitted to ISBE on	11/9/2016
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 \(1003g\)](#)

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