

eGrant Management System

Printed Copy of Application

Applicant: SANDOVAL CUSD 501

Application: School Improvement Grant (1003g) - 16

Cycle: Original Application

Sponsor/District: SANDOVAL CUSD 501

Date Generated: 1/26/2017 4:01:58 PM

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="Garrison"/>	<input type="text" value="Jennifer"/>	<input type="text"/>
Address 1*		
<input type="text" value="859 W. Missouri Avenue"/>		
Address 2		
<input type="text"/>		
City*	State*	Zip + 4 *
<input type="text" value="Sandoval"/>	<input type="text" value="IL"/>	<input type="text" value="62882"/>
		<input type="text" value="1031"/>
Phone*	Extension	Fax
<input type="text" value="618"/> <input type="text" value="247"/> <input type="text" value="3233"/>	<input type="text"/>	<input type="text" value="618"/> <input type="text" value="247"/> <input type="text" value="3243"/>
Summer Phone *	Extension	Email*
<input type="text" value="618"/> <input type="text" value="247"/> <input type="text" value="3233"/>	<input type="text"/>	<input type="text" value="jgarrison@sandoval501.org"/>
NCES Number*		
<input type="text" value="1735310"/>		

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

Activity Period:*

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

Grant Period:

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

End Date:

Applicant Comments:

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

([count] of 7000 maximum characters used)

*Required field

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

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

Example of project description:

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

Project Description (do not use the & symbol):

([count] of 255 maximum characters used)

Funds will be used to increase student achievement in mathematics and reading through compliance with the federal requirements associated with the transformation model.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

Yes No In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

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

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

* Required field
v2.16

Amendments

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)

Student Behavior and Climate Analysis Student attendance has grown by 2% in the first quarter of this year compared to last year's overall attendance for the 2015-2016 school year. The 9th and 10th grade's attendance is up 3% from last year's attendance. 11th grade has decreased by 3% and the 12th grade's attendance has stayed the same. The amount of Office Discipline Referrals (ODRs) total last year was 361. In the months of August and September, the total amount of Office Discipline Referrals was 56 for the 2015-2016 school year. The total amount of Office Discipline referrals this year as of 10/14/16 is 37. The total amount of ODRs in August of this year was 7. The total amount of Office Discipline Referrals for September of this year was 25. There was a total of 29 more ODRs last year in August and September as compared to this year. Our MTSS system has been in place for 3 years now, and we changed the way that we taught our school wide-expectations this year during the first week of school. This is a possible reason for the decrease in ODRs for this current school year. Advanced Course Analysis We have dual enrollment opportunities on-site and off-site for our high school students. For first semester, we have two on-site dual enrollment classes. We offer a Computer Concepts class one period a day. This is a semester course that has a total of 17 students in the class. Another class that is being offered is American History but there are currently no students enrolled in this course. Next semester, Computer Concepts, Horticulture, Child Care 1 and 2, and Foods classes will also have dual enrollment opportunities for high school students. OKAW, our vocational co-op is another program that students can take advantage of that will prepare students for a trade/career during high school. The current number of students who are attending this program is 10. This is an increase of 1 from last year, when we had 9 students attend the program. They have choices from training in the automotive field, food service, child care, welding, carpentry, and a few other trades. Students can join this program when they reach 11th grade, as long as they are on-track to graduate on time, and have met the prerequisites. Student Outcomes In 2015, we had a graduation rate of 83% and a college enrollment rate of 43%. These are the numbers that we will use for a baseline to measure the strategies that we are implementing to create a college-and career-readiness environment by graduation. We have had a FAFSA night where students can bring their parents and fill out the financial aid forms for college, at the school, with the help of our guidance counselor and other staff members. We also have had 2 colleges on-site during lunch so the students can get information about their schools. We have an intern who will be assisting our guidance counselor this year in getting kids signed up for colleges, trade schools, and the military. Student Achievement The ELA PARCC scores from the 2015-2016 school year are: 25% did not yet meet expectations, 38% partially met expectations, 28% approached expectations, 9% met expectations, and 0% exceeded expectations. The Math PARCC scores from the 2015-2016 school year are: 22% did not yet meet expectations, 47% partially met expectations, 25% approached expectations, 6% met expectations, and 0% exceeded expectations. The ELA District Assessment scores from the 2015-2016 school year are: English 1- 12.5% meet or exceeded benchmark of 80%, English 2- 3% meet or exceeded benchmark of 80%, English 3- 10% meet or exceeded benchmark of 80%, and English 4- No available data. The Math District assessment scores from the 2015-2016 school year are: Algebra 1- 0% meet or exceeded benchmark of 80%, Algebra 2- 0% meet or exceeded benchmark of 80%, Geometry- 0% meet or exceeded benchmark of 80%. The ELA STAR assessment scores from the 2015-2016 school year are: 9th grade- 21% meet or exceeded benchmark, 10th grade- 21% meet or exceeded benchmark, 11th grade - 21% meet or exceeded benchmark, and 12th grade no available data. The Math STAR assessment scores from the 2015-2016 school year are: 9th grade- 34% meet or exceeded benchmark, 10th grade- 41% meet or exceeded benchmark, 11th grade- 29% meet or exceeded benchmark, and 12th grade- no available data. The scores from the assessments above show that math continues to be our high school student's biggest area for improvement. ELA scores fall well below mastery, as well. As of last year, the 9th and 10th and graders continue to need the most support out of all high school grades, after analyzing assessment results. The 5 Essentials results for the 2015-2016 school year are: Ambitious Instruction: Essential Performance score (EPS) 42 which falls in the average implementation range. Effective Leaders: (EPS) 18 which falls in the least implementation range. Collaborative Teachers: (EPS) 26 which falls in the less implementation range. Involved Families: (EPS) 27 which falls in the less implementation range. Supportive environment: (EPS) 31 which falls in the less implementation range. According to the results of the 5 Essentials Survey, our biggest area for improvement is effective leadership with a score of 18, followed by collaborative teachers (26), involved families, and ambitious instruction.

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

([count] of 7800 maximum characters used)

Student Behavior and Climate Analysis We are piloting the truancy court for students who struggle with attendance. It was started 10/11/16. This is a strategy that we have started to help with attendance and chronic truancy. More time will be needed to see the effect that this strategy has on attendance and truancy rates. Training teachers on Integrating multiple socio-emotional/ resilience research based strategies into the classrooms and providing support on integrating these strategies in the individual classrooms. Fidelity Checklists We have created fidelity checks for academics and classroom management. The Administration and School Improvement Team members make sure that they visit each teacher's classroom every two weeks. We focus on identifying effective academic instructional practices for two weeks. Then, we focus on identifying effective classroom management strategies for two weeks. We are in the early stages of implementation. We are starting to collect data for both focus areas and will continue to share the data with district, building, and teacher leadership teams throughout the year. Advanced Course Analysis KC Jumpstart- We are trying to get as many students as possible signed up starting Spring of 2017. It is a program that allows students to take classes on the community college campus and earn dual-credit. We are working with the local community college to set up a plan so we can monitor the progress our students are making compared to previous years that we have partnered with Kaskaskia College with this program. Student Outcomes/Achievement: We have developed a plan so that we can teach all high school teachers how to use data to identify their progress towards meeting a specific standard. We are also going to provide systematic and scaffolded PD around aligning all standards vertically and horizontally for all classes, but focusing on ELA and Math. This PD will also provide strategies that will support higher order thinking and other research-based instructional practices. Administration and school improvement team members will also be completing fidelity checks weekly to gain formative data on our progress. We have also implemented an academic seminar program. Each freshman student will go through program for a quarter. The program teaches students effective organizational and study skills. Some examples of the lessons include: learning organizational strategies, effective study habits, developing educational skills, and other strategies that promote lifelong learning. Teacher Talent: McKendree University Teacher Leader Master's Degree Program- We have a total of 7 teachers enrolled in this program. They started their first class in August. They start a new class every 8 weeks. The classes are held at Sandoval Jr/Sr High School. There are 5 teachers getting their Master's in Teacher Leadership, and there are 2 teachers getting their Master's in Teacher Leadership/Administration. These teachers will be asked to take on a leadership role within the District in a variety of ways. Other Matrices: 5 Essentials Survey

Results: 7th Grade and 9th Grade Orientation Night- We have changed our 7th grade and 9th grade orientation this year to an evening time. It was previously held during the day. This will allow us to invite the parents as well as the students to come to this event. The teachers and administration will hold different stations for each group that were specific to their grade levels. The 9th grade focused on the importance of doing well their freshman year of high school. Another station will discuss our academic seminar program that we are doing with all freshman to help them be an organized and prepared learner throughout their high school careers. There will also be time allowed for parents and students to ask questions of administration and staff. The school will also provide a dinner time where parents, students, staff, and others could socialize. Community Bus Trip- During the summer, a group of staff members came together to plan a Community Bus Trip to provide school supplies to our hard-to-reach families in the district with a focus on High School students. Staff went to different communities in our area and asked businesses to donate funds to buy school supplies. We raised a total of \$400 towards school supplies. This enabled us to create 50 school supply packages to hand out in the community. All district staff boarded a school bus and went from home to home to our hard-to-reach families and gave out school supply packages. Fall Kick-Off Event- During the summer, a group of staff members came together to plan a Fall Kick-Off event for Sept. 10th. The plan was to have it at the Sandoval Park. This event was created to build positive relationships between staff and parents/community members. There was a drawing for Wal-Mart Gift cards, along with games/activities, prizes, and food/drinks. Leadership Training- The Administration Team, that consists of the Superintendent, District Principal, District Assistant Principal, and co-School Improvement Team (SIT) administrator, have been receiving team building professional development provided by Chalkable/PowerSchool, educational consultant company, and the lead partner, CEC. The team has developed common agendas, a communication system, and worked on building professional relationships within the group. They have started to identify roles and responsibilities within the team. -Both Chalkable/PowerSchool and CEC have also provided support to the SIT. This team consists of 4 members of the School Climate and Transformation Grant that Sandoval CUSD #501 received from the Department of Education. It also consists of 4 members from this School Improvement Grant. This team has met at least once a week since school has started this year. The goal of the team is to ensure Sandoval is meeting both grant requirements and creating a sustainable, successful school improvement process. FACE Consultant Planning Meetings- CEC has provided a Family and Community Engagement consultant to help develop our two-way communication system with parents and guardians. We also developed the 4 events that we are hosting for parents and community members. The 4 events are: Fall Kick Off, College Night, Career Fair, and Spring Parent/Community Improvement meeting.

* 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)

SMART Goal 1: The percentage of all students meeting proficiency (e.g. combined Meets/Exceeds categories) will increase by 10% each year on the SAT ELA (Reading, Language and Writing) Assessment, beginning in 2016-17.

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)

1: Teachers will identify a SMART Reading goal and target that address a data-evidenced Greatest Area of Need (GAN) for each grade level.

Measurable Outcome(s)*

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

([count] of 1000 maximum characters used)

GAN-based annual SMART reading goal and target identified for each grade-level/department team.

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)

10% increase in grade-level GAN-based SMART goal and target as measured by district assessments. (2016-2017), common through and post- summative assessments in each unit for ELA (2017-2018).

Target Date of Completion*

5/20/2018 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

All students will receive instruction aligned with NILS, using a curriculum, units of instruction, assessments, and rubrics aligned with those standards developed within grade level/department teams.

Measurable Outcome(s)*

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

([count] of 1000 maximum characters used)

100% of all teachers will consistently integrate reading concepts (ELA Big 10) across the curriculum as measured by the district fidelity checklist (2016-2017).NILS aligned units of instruction for each grade level (2017-2018).Priority "Green and Blue" Standards, pacing guides, assessments, and rubrics for each unit of instruction (2017-2018).

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)

Universal: 80% of students will achieve mastery on the district assessment (2016-2017) [common interim and unit-assessments (2017-2018)].Formative: Achieve 80% on unit assessments (2017-2018).Summative: Achieve mastery level of 80% on unit Priority "Green and Blue" Standards as measured by summative assessments aligned to Priority "Green and Blue" Standards (2017-2018).

Target Date of Completion*

5/20/2018 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

Teachers will differentiate and scaffold instruction, use data to drive instruction, and implement research-based strategies to improve student engagement.

Measurable Outcome(s)*

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.
([count] of 1000 maximum characters used)

100% of Common pre-assessments, through-course assessments, and post-assessments for each unit of ELA instruction per grade level will be created (2017-2018). 100% of all teachers will consistently differentiate, scaffold, use data to drive instruction, and implement student engagement strategies as measured by the district fidelity checklist.

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)

80% of students will achieve mastery on the district assessment (2016-2017) [common interim and unit-assessments (2017-2018)]. 10% increase in grade-level GAN as measured by common through/post-assessments in each unit for ELA (2017-2018). School will meet/exceed SMART goals (2017-2018).

Target Date of Completion*

5/20/2018 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

*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)

SMART GOAL 2: The percentage of all students meeting proficiency (e.g. combined Meets/Exceeds categories) will increase by 10% each year on the SAT Math Assessment, beginning in 2016-17.

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)

Teachers will identify a SMART Math goal and target that address a data-evidenced Greatest Area of Need (GAN) for each grade level.

Measurable Outcome(s)*

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

([count] of 1000 maximum characters used)

GAN-based annual SMART Math goal and target identified for each grade-level/department team.

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)

10% increase in grade-level GAN-based SMART goal and target as measured by district assessments. (2016-2017), common through and post- summative assessments in each unit for Math (2017-2018).

Target Date of Completion*

5/20/2018 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

2. All students will receive instruction aligned with NILS, using a curriculum, units of instruction, assessments, and rubrics aligned with those standards developed within grade level/department teams.

Measurable Outcome(s)*

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

([count] of 1000 maximum characters used)

100% of all teachers will consistently integrate mathematical practices across the curriculum as measured by the district fidelity checklist (2016-2017).NILS aligned units of instruction for each grade level (2017-2018).Priority "Green and Blue" Standards, pacing guides, assessments, and rubrics for each unit of instruction (2017-2018).

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)

Universal: 80% of students will achieve mastery on the district assessment (2016-2017) [common interim and unit-assessments (2017-2018)].Formative: Achieve 80% on unit assessments (2017-2018).Summative: Achieve mastery level of 80% on unit Priority "Green and Blue" Standards as measured by summative assessments aligned to those Priority "Green and Blue" Standards (2017-2018).

Target Date of Completion*

5/20/2018 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

3. Teachers will differentiate and scaffold instruction, use data to drive instruction, and implement research-based strategies to improve student engagement.

Measurable Outcome(s)*

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.
([count] of 1000 maximum characters used)

100% of Common pre-assessments, through-course assessments, and post-assessments for each unit of Math instruction per grade level will be created.(2017-2018) 100% of all teachers will consistently differentiate, scaffold, use data to drive instruction, and implement student engagement strategies as measured by the district fidelity checklist.

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)

80% of students will achieve mastery on the district assessment (2016-2017) [common interim and unit-assessments (2017-2018)].10% increase in grade-level GAN as measured by common through/post-assessments in each unit for Math (2017-2018).School will meet/exceed SMART goals.

Target Date of Completion*

5/20/2018 (mm/dd/yyyy)

Responsible Entity*

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

*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)

SMART GOAL 3: 100% of staff and district administration will participate in job-embedded professional development and focused activities to produce a welcoming and POSITIVE CULTURE AND CLIMATE in order to increase student and family engagement, as evidenced by 10% annual increases in graduation rates in 2016-17 and 2017-18 and maintaining over 90% graduation rates thereafter.

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)

1. All students and their social, emotional, and behavioral needs will be supported through school-wide goals, expectations, consequences, behavior strategies, and student supports and interventions.

Measureable Outcome(s)

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

([count] of 1000 maximum characters used)

100% of teachers will implement positive behavior reinforcement strategies that display care and interest in students as measured by the district fidelity checklist.

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)

Reduce student discipline referrals by 10% each year.Reduce student suspensions by 10% each year.

Target Date of Completion

5/20/2018 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

All staff will promote a positive school-wide culture that promotes college and career readiness to improve student engagement and graduation rates for all students (2017-2018).

Measureable Outcome(s)

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

([count] of 1000 maximum characters used)

Expand dual enrollment and college credit opportunities with local community colleges (2017-2018).

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)

10% increase in students graduating with college credit10% increase in student completion of FAFSA10% increase in student applications to college 10% increase in Freshman on-track to graduate rate

Target Date of Completion

5/20/2018 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

SMART GOAL 4: 100% of Sandoval staff will participate in focused activities that ENGAGE FAMILIES AND COMMUNITIES WITH THE SCHOOL AND STUDENTS TO INCREASE STUDENT ENGAGEMENT as measured by a 10% annual increase in students' SAT Math and ELA assessments and 5 Essentials Survey.

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)

All students, their families, and the community will engage with the school through the development, implementation, and monitoring of an outreach and communication plan.

Measurable 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 communication and outreach plan implemented Minimum of two outreach events per year 100% staff participation in staff PD on resiliency strategies 100% staff utilize resiliency strategie

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)

10% improvement in positive responses by students and families on 5Es survey 10% improvement in student, family, and community participation in events 10% increase in student, family and community responses to two-way communication.

Target Date of Completion

5/20/2018 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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)

The needs of all students and their families will be met through a whole student program and trauma-responsive school and community partnerships that support students, family, and community responsibility and healthy lifestyles.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

At least 1 school event held per year focused on healthy lifestyle choices Partnership with at least three local health, wellness, and social services organizations

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)

10% improvement in student, family and community participation in school events 10% improvement in student participation in wellness program each year

Target Date of Completion

5/20/2018 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Administration, DLT, BLT, and PLC Teams, Teachers, SIT, and External Partners

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](#)

- a. Complete a set for each SIG 1003(g) funded school in this cohort and save it separately.
- b. 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
- c. NOTE: Do not use the ampersand symbol (&) or other special characters - it will prevent reviewers from accessing the document.
- d. Using the Browse button below, locate the required document(s). Double-click to display in the window.
- e. Click on the Upload button. The name of the uploaded document(s) will display in the green box below.
- f. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below.
- g. 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](#)

- a. Complete the Sustainability Template for each SIG 1003(g) funded school receiving sustainability funds.
- b. 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
- c. 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](#)

- a. Complete the Baseline Data form for each SIG 1003(g) funded school receiving funds.
- b. 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
- c. Repeat the steps to upload the completed documents.

Choose File

[Click here for instructions on how to upload files](#)

Strategies-SandovalHighSchool-13-058-5010-26.pdf
BaselineData-SandovalHighSchool-13-058-5010-26.docx

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 *	NCES # *	
<input type="text" value="Sandoval High School"/>	<input type="text" value="173531003689"/>	
School Principal		
Last Name *	First Name *	Middle Initial
<input type="text" value="Gray"/>	<input type="text" value="Annie"/>	<input type="text"/>
Address 1 *		
<input type="text" value="859 W. Missouri Avenue"/>		
Address 2		
<input type="text"/>		
City *	State *	Zip +4 *
<input type="text" value="Sandoval"/>	<input type="text" value="IL"/>	<input type="text" value="62282"/>
		<input type="text" value="1031"/>
Phone *	Extension	Fax
<input type="text" value="618"/> <input type="text" value="247"/> <input type="text" value="3233"/>	<input type="text"/>	<input type="text"/>
Summer Phone	Extension	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

Individual School Information

School Federal Academic Status *	School State Academic Status *
<input type="text" value="ESEA Flexibility Waiver"/>	<input type="text" value="ESEA Flexibility Waiver"/>
Selected Intervention Model *	
<input type="text" value="Transformation"/>	

Individual School On-Site Lead Partner

Name of Lead Partner *		
<input type="text" value="Consortium for Educational Change"/>		
Lead Contact Last Name *	First Name *	Middle Initial
<input type="text" value="Osta"/>	<input type="text" value="David"/>	<input type="text"/>
Address 1 *		
<input type="text" value="530 East 22nd Street"/>		
Address 2		
<input type="text"/>		
City *	State *	Zip +4 *
<input type="text" value="Lombard"/>	<input type="text" value="IL"/>	<input type="text" value="60148"/>
		<input type="text" value="4157"/>
Phone *	Extension	Fax
<input type="text" value="708"/> <input type="text" value="267"/> <input type="text" value="9352"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Email		
<input type="text" value="david.osta@cecillinois.org"/>		
ISBE Approved Lead Partner *		
<input checked="" type="radio"/> Yes		
<input type="radio"/> No		

* Denotes required fields

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

School Name	NCES #	
<input type="text"/>	<input type="text"/>	
School Principal		
Last Name	First Name	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1		
<input type="text"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Phone	Extension Fax	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Summer Phone	Extension Email	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	

Individual School Information

School Federal Academic Status	School State Academic Status
<input type="text"/>	<input type="text"/>
Selected Intervention Model	
<input type="text"/>	

Individual School On-Site Lead Partner

Name of Lead Partner		
<input type="text"/>		
Lead Contact Last Name	First Name	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1		
<input type="text"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Phone	Extension	Fax
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/>
		<input type="text"/>
Email		
<input type="text"/>		
ISBE Approved Lead Partner		
<input type="radio"/> Yes		
<input type="radio"/> No		

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

School Name	NCES #	
<input type="text"/>	<input type="text"/>	
School Principal		
Last Name	First Name	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1		
<input type="text"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Phone	Extension Fax	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Summer Phone	Extension Email	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	

Individual School Information

School Federal Academic Status	School State Academic Status
<input type="text"/>	<input type="text"/>
Selected Intervention Model	
<input type="text"/>	

Individual School On-Site Lead Partner

Name of Lead Partner		
<input type="text"/>		
Lead Contact Last Name	First Name	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1		
<input type="text"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Phone	Extension	Fax
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/>
		<input type="text"/>
Email		
<input type="text"/>		
ISBE Approved Lead Partner		
<input type="radio"/> Yes		
<input type="radio"/> No		

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

School Name	NCES #	
<input type="text"/>	<input type="text"/>	
School Principal		
Last Name	First Name	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1		
<input type="text"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Phone	Extension Fax	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Summer Phone	Extension Email	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	

Individual School Information

School Federal Academic Status	School State Academic Status
<input type="text"/>	<input type="text"/>
Selected Intervention Model	
<input type="text"/>	

Individual School On-Site Lead Partner

Name of Lead Partner		
<input type="text"/>		
Lead Contact Last Name	First Name	Middle Initial
<input type="text"/>	<input type="text"/>	<input type="text"/>
Address 1		
<input type="text"/>		
Address 2		
<input type="text"/>		
City	State	Zip +4
<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>
Phone	Extension	Fax
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/>
		<input type="text"/>
Email		
<input type="text"/>		
ISBE Approved Lead Partner		
<input type="radio"/> Yes		
<input type="radio"/> 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 (+)	\$1,719,316
PrePayment (+)	0
SUB TOTAL	\$1,719,316
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$1,719,316
TOTAL AVAILABLE	\$1,719,316
	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	20000
School 1 Name	Sandoval High School	1618367
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)	1638367
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	1719316

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	Summer school 2017- extended time- 60 hours x 2 courses- ELA and Math x \$50 an hour= \$6000	6000	<input type="checkbox"/>
1000	200	Benefits for summer school- Federal TRS, THIS, NEC= \$2400	2400	<input type="checkbox"/>
1000	300	iPad App Vouchers for student iPads 2 vouchers at \$1000= \$2000	2000	<input type="checkbox"/>
1000	300	IXL student licenses for math and reading interventions- suite option	6160	<input type="checkbox"/>
1000	400	iPads for instruction in the classrooms 30 iPads x \$300 each = \$9,000; iPad cases at \$32 each = \$960	9960	<input type="checkbox"/>
1000	400	Supplemental materials to improve teaching and learning- regular school day. Examples include lit sets, lab materials, NILS, and NGSS supplemental materials \$1,000 x 20 teachers= \$20,000	20000	<input type="checkbox"/>
1000	400	Laptops for mobile cart- student engagement 60 laptops at \$445 each= \$26,700	26700	<input type="checkbox"/>
1000	500	Promethean Boards for student engagement 15 Boards at \$3549= \$53235	53235	<input type="checkbox"/>
2110	100	SHS FTE Social Worker- parent and community outreach, student support, ACEs/Resiliency frameworks for implementation	50000	<input type="checkbox"/>
2110	200	Benefits for SHS Social Worker- Federal TRS, THIS, NEC= \$20,000; Insurance- \$8,388	28388	<input type="checkbox"/>
2210	100	Extended time for teacher collaboration- 3 hours a week x 20 teachers x 36 weeks at \$50 an hour= \$108,000	108000	<input type="checkbox"/>
2210	100	Extended time- summer professional development 7 days x 30 teachers x \$200 a day	42000	<input type="checkbox"/>
2210	100	.5 FTE Release Teacher Leader/Liaison with Lead Partner, Administration, and Union= \$40,000	40000	<input type="checkbox"/>
2210	100	Stipends for Teacher Leaders to support transformation work with LEA and Lead Partner- \$5,000 each x 2= \$10,000	10000	<input type="checkbox"/>
2210	100	Stipends for Building Leadership Team- \$1500 x 4 teachers= \$6,000	6000	<input type="checkbox"/>
2210	100	Mentoring and Induction Stipend for mentors- \$1200 a year x 6 mentors= \$7200	7200	<input type="checkbox"/>
2210	100	Stipend for data manager for the purpose of providing support to increase student achievement using data-driven decision making- \$10,000	10000	<input type="checkbox"/>
2210	200	Benefits for Extended time for teacher collaboration- 3 hours a week x 20 teachers x 36 weeks; Federal TRS, THIS, NEC = \$43,200	43200	<input type="checkbox"/>
2210	200	Benefits for extended time- summer professional development 7 days x 30 teachers; Federal TRS, THIS, NEC	16800	<input type="checkbox"/>
2210	200	Benefits for .5 FTE Release Teacher Leader/Liaison with Lead Partner, Administration, and Union; Federal TRS, THIS, NEC	16000	<input type="checkbox"/>
2210	200	Benefits for Teacher Leaders to support transformation work with LEA and Lead Partner	4000	<input type="checkbox"/>
2210	200	Benefits for Stipends for Building Leadership Team- teachers; Federal TRS, THIS, NEC	2400	<input type="checkbox"/>
2210	200	Benefits for Mentoring and Induction Stipend for mentors- Federal TRS, THIS, NEC= \$2880	2880	<input type="checkbox"/>
2210	200	Benefits for stipend for data manager for the purpose of providing support to increase student achievement using data-driven decision making; Federal TRS, THIS, NEC	4000	<input type="checkbox"/>
2210	300	Staff travel/registration fees to required/suggested meetings- Professional Development= \$25,000	25000	<input type="checkbox"/>
2210	300	LEA Travel/Registration fees for Professional Development, conferences- ESSA conference, IASA, IASB, IASBO, and ISBE events. = \$20,000	20000	<input type="checkbox"/>
2210	300	SHS content specific consultants- \$500 a day includes travel- 100 days	50000	<input type="checkbox"/>
2210	300	New Jersey Center for Teaching and Learning- math and science PD- alignment to standards NILS and NGSS	21600	<input type="checkbox"/>
2210	300	Chalkable/PowerSchool- assessment development with teachers, Professional Development on assessment design- formative, interim, summative assessments, using data to drive instruction- 90 days	234314	<input type="checkbox"/>
2220	100	IT assistant for support of additional technology- Salary= \$33,000	33000	<input type="checkbox"/>
2220	100	Paid IT Intern from community college partnership= \$8,640- paid by district	8640	<input type="checkbox"/>
2220	200	Benefits for IT assistant for support of additional technology- Insurance- 8,388, IMRF, unemployment- \$6,600=\$14,988	14988	<input type="checkbox"/>
2220	300	Data/Technology Consultant- 52 days at \$500 a day (includes travel)= \$26,00- consultant will work collaboratively with IT and teachers to infuse technology as a teaching tool to	26000	<input type="checkbox"/>

		increase student engagement (instructional design specialist).		
2220	500	Mobile Promethean Cart- \$4,298 (Panel- \$3,549; Stand- \$749)	4298	<input type="checkbox"/>
2400	300	SHS Lead Partner- Consortium for Educational Change (CEC) Total= \$355,100	355100	<input type="checkbox"/>
2400	400	Office supplies for Lead Partner/grant staff- \$10,000- ink cartridges, copy paper, desks, chairs for office, storage cabinets, pens, presentation materials, etc.	10000	<input type="checkbox"/>
2550	300	Transportation- college readiness trips- trips will be arranged to Universities and colleges across the state from our local community college to our surrounding 4 year Universities, to the Chicago area for an overnight lock-in with other community schools; summer school- 1 route \$20,000	20000	<input type="checkbox"/>
2570	400	Asset tagging for materials \$1,000	1000	<input type="checkbox"/>
2640	100	Certified Staff incentive for retention- 25 certified staff based on PERA evaluation summative rating- \$3500 to \$4000= \$93,750	93750	<input type="checkbox"/>
2640	200	Benefits for Certified Staff incentive for retention- 25 certified staff based on PERA evaluation summative rating	37500	<input type="checkbox"/>
2660	400	Hardware for SHS server Heatsink for processor \$35; Memory- 16 sticks at \$105 each= \$1,680, 2nd CPU- 1 processor at \$445 Total= \$2,160	2160	<input type="checkbox"/>
3000	100	FTE Parent/Community Liaison- Salary - \$40,000	40000	<input type="checkbox"/>
3000	100	.5 FTE Parent/Community Liaison- \$20,000	20000	<input type="checkbox"/>
3000	200	Benefits for FTE Parent/Community Liaison- Insurance- \$8,388; IMRF, unemployment- \$8000 Total= \$16,388	16388	<input type="checkbox"/>
3000	200	Benefits for .5 FTE Parent/Community Liaison; IMRF, unemployment= \$4,000	4000	<input type="checkbox"/>
3000	300	Technology to expand to the community- dark fiber for more access/seamless transition (10% of total cost)= \$2500- the dark fiber is required as we expand access to the community for access points across town.	2500	<input type="checkbox"/>
3000	300	Installation of Digital Outdoor LED sign for communication with parents and community= \$4,000	4000	<input type="checkbox"/>
3000	500	Digital Outdoor LED sign for communication with parents and community= \$13,606 freight included	13606	<input type="checkbox"/>
4000	300	McKendree Master's Degree Tuition, books, and fees for spring, and summer (June) semesters- Teacher retention/career ladder 8 teachers x \$2500 a semester x 2 semesters= \$40,000	40000	<input type="checkbox"/>
4000	300	Kaskaskia College Jump Start tuition, books, and fees- spring and summer- 15 students x \$440 a course x 2 semesters= \$13,200	13200	<input type="checkbox"/>
4000	300	Southern Illinois University Edwardsville tuition- career ladder/retention- 2 principals x \$2500 a semester x 2 semesters= \$10,000	10000	<input type="checkbox"/>

Total Direct Costs 1638367
- Capital Outlay Costs 71139
Allowable Direct Costs 1567228
Indirect Cost Rate % 2.81
Maximum Indirect Cost * 0

Indirect Cost 0

Total Allotment 1719316

Grand Total 1638367

Allotment Remaining 80949

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	6,000	2,400	8,160	56,660	53,235			126,455
2	2110	Attendance & Social Work Services	50,000	28,388						78,388
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services	223,200	89,280	350,914					663,394
8	2220	Educational Media Services	41,640	14,988	26,000		4,298			86,926
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration			355,100	10,000				365,100
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services			20,000					20,000
18	2570	Internal Services*				1,000				1,000
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*	93,750	37,500						131,250
23	2660	Data Processing Services*				2,160				2,160
24	2900	Other Support Services								
25	3000	Community Services	60,000	20,388	6,500		13,606			100,494
27	4000	Payment to Other Districts and Governmental Units			63,200					63,200
37										
29	Total Direct Costs		474,590	192,944	829,874	69,820	71,139			1,638,367
30	Approved Indirect Costs X 2.81%									
31	Total Budget									1,638,367

* 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

JENNIFER GARRISON

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

Agreed to on this Date: 10/07/2016
RCDT when agreed to: 13-058-5010-26

Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION

State Award Identification Name of State Agency (Grantor): Illinois State Board of Education
Department/Organizational Unit: Improvement, Innovation, and Capacity Building

State Award Identification Number (SAIN) 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)
Initial announcement (Original Application)
Modification of an existing award/Amendment (Amendment)
Explain modification (see Amendment page)

Agency (Grantor) Contact Information
Robert Hartwig or Rae Clementz
rhartwig@isbe.net or aclement@isbe.net
217-524-4832

GRANTEE INFORMATION

Grantee/Subrecipient Information
Name: Jennifer Garrison
Address Line 1: 859 W. Missouri Avenue
Address Line 2:
City: Sandoval
State: IL
Zip + 4: 62882 1031
Phone: 618 247 3233
Email: jgarrison@sandoval501.org
Duns#: 047115894

Period of Performance
Start and End Date: 7/1/2016 through 6/30/2017

FUNDING INFORMATION

Table with 4 columns: FUND, CSFA, CFDA, AMOUNT. Values: 561, 586-44-0434, 84.377, 0. Total: 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): 2.81
Base: Modified Total Direct Cost
Period: 7/1/2016 - 6/30/2017
List and cite all statutory or programmatic restrictions, limits or caps on indirect costs
Refer to programmatic instructions on the Budget Detail page for limits

Research and Development No
Cost Sharing or

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.)

Conditions - F & A ICQ

*****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)

No additional conditions imposed

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)

No additional conditions imposed

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

No additional conditions imposed

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

Sandoval Community Unit School District 501 (Grantee),

with its principal office at

Address 1

859 W. Missouri Avenue

Address 2

City

Sandoval

State

IL

ZIP + 4

62882

1031

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:*

047115894 is the Grantee's correct DUNS number, and that

Grantee is doing business as a:

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

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	Audit Requirements
Definitions	Termination; Suspension
Payment	Subcontracts/Sub-Grants
Scope of Grant Activities/Purpose of Grant	Notice of Change
Budget	Reorganization and Board Membership
Allowable Costs	Agreements with Other State Agencies
Required Certifications	Conflict of Interest
Criminal Disclosure	Equipment or Property
Unlawful Discrimination	Promotional Materials; Prior Notification
Lobbying	Insurance
Maintenance and Accessibility of Records; Monitoring	Lawsuits and Indemnification
Financial Reporting Requirements	Miscellaneous
Performance Reporting Requirements	

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:	10/7/2016
Assurances were agreed to on:	10/7/2016
Consistency Check was run on:	11/21/2016
District Data Entry Business Manager	
District Administrator submitted to ISBE on	11/21/2016
ISBE Program Administrator approved the application on	11/21/2016
ISBE Program Administrator 2 approved the application on	12/14/2016

Expand All

School Improvement Grant (1003g)

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

Page Status **Open Page for editing**
Unlock Section

Save