

ISBE USE ONLY

☐ ARRA
☐ Regular

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ORIGINAL

ATTACHMENT 1

DUE DATE
JUNE 14, 2010

FY 2011 ARRA

School Improvement Grant - Section 1003(g)

Cover Page

SIG-11001100

INSTRUCTIONS: Submit 1 original and 4 copies. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Dr. Pam Manning		REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26	
TITLE Superintendent		PROGRAM CONTACT Debra Tippet	
DISTRICT NAME AND NUMBER Cahokia Unit School District #187		TITLE OF PROGRAM CONTACT Director of Curriculum and Instruction	
ADDRESS (Street, City, State, Zip Code) 1700 Jerome Lane Cahokia, IL 62206		ADDRESS (Street, City, State, Zip Code) 1700 Jerome Lane Cahokia, IL 62206	
TELEPHONE (Include Area Code) (618) 332-3700	FAX (Include Area Code) (618) 332-3706	TELEPHONE (Include Area Code) (618) 332-4712	FAX (Include Area Code) (618) 332-3744
E-MAIL manningp@stclair.k12.il.us		E-MAIL tippetdj@stclair.k12.il.us	
AMAO <input type="checkbox"/> Yes <input type="checkbox"/> No		DISTRICT STATUS Restructuring	

I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grant - Section 1003(g).

4/14/10 Date Dr. Pam Manning Original Signature of Superintendent
4/14/10 Date W. J. [Signature] Original Signature of School Board President

ISBE USE ONLY

Date Received

RECEIVED
JUN 14 2010
**Innovation & Improvement
 Division**

Date

Original Signature of ISBE Division Administrator, Innovation and Improvement

Section 1

Part II. Data and Analysis

Name of School: Cahokia High School

Context

1. Grade levels (e.g., 9-12): 9-12 2. Total Enrollment: 1052 3. % Free/Reduced Lunch: 78.0
4. % Special Education Students: 21.4 5. % English Language Learners: 0
6. Home Languages of English Language Learners (list up to 3 most frequent):
N/A
7. Briefly describe the school's enrollment area (neighborhoods, communities served):
Cahokia High School serves the Village of Sauget, Alorton, Centerville and Cahokia.
8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:
Centerville, Huffman, Maplewood, Penniman, E. Morris, Lalumier, and Wirth School of Choice Elementary Schools.
9. Briefly describe the background and core competencies (particular skills, expertise) of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.
Mr. Gaddy worked in Cahokia High School as a Sp. Ed. teacher from 2001-2006. Mr. Ryan worked at Cahokia High School as a math teacher from 1985-2004. Mrs. Rush-Taylor worked at Cahokia High School as an Eng. teacher from 1994-1999.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Mr. Terrance Gaddy, CHS-Main principal	General Administrative Certificate	-	5	10
Mrs. Felicia Rush-Taylor, CHS-East principal	General Administrative Certificate	1	8	13
Mr. Art Ryan, Freshman Academy, principal	General Administrative Certificate	1	12	25

10. Briefly describe the process by which school administrators are evaluated. By whom? How frequently?
Principals are evaluated by the Superintendent yearly by the March 1st deadline. Evaluations reflect performance from February to February. Respective central office departments (special education, curriculum, finance) document any concerns and forward to the Superintendent for consideration.
11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?
All teachers are evaluated by building level principals and assistant principals. Non-tenured teachers are evaluated twice per year. Process includes a pre-conference, classroom lesson observation, and post-conference. The two formative observations are combined into the summative evaluation. Tenured teachers are evaluated once every other year using Professional Growth Plan.
12. Briefly summarize previous and current reform and improvement efforts, within the last 5 years, and what impeded their success.

For example:

- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
- District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
- Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Insufficient textbooks- students at the high school did not have their own textbooks. Students were required to share
Attendance- there have been both technical issues as well as personnel issues regarding attendance. Staff members do not enter attendance appropriately, and there were technical issues with the district's Skyward program.
Professional Development- teachers attended professional development outside of district, but there was no evidence it was being implemented in their classrooms with rigor.
Reading Coach- No staff buy-in to support the services of this position. Also a problem with scheduling the interventions.
Curriculum Development- teachers have aligned their textbooks, but felt this process wasn't as effective as desired.

Performance

Note: This information may also be provided by attaching the aggregate school report cards with the same information.

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2006	2007	2008	2009
Reading/Language/English	36	26	20	24
Mathematics	23	24	24	19
Science	12	16	11	14
Social Studies	-	-	-	-
Writing	-	20	22	25

2. For the most recent year available, enter the percentage of students in each student group who tested proficient or better on the state standards assessment test for each subject available. Test Year: 2009

Subject	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
Reading/Language/English	47	20	-	-	-	-	0
Mathematics	42	13	-	-	-	-	0
Science	37	11	-	-	-	-	0
Social Studies	-	-	-	-	-	-	-
Writing	58	20	-	-	-	-	10

3. Average daily attendance percentage for last complete school year: 82.3% Year: 2009
4. Student mobility rate for last complete school year: 24% Year: 2009
5. Graduation rate for all students for most recent year: 74.6% Year: 2009
6. Graduation rate-percentage (high schools only) for most recent year: 74.6% Year: 2009

All Students	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
74.6	73.7	75.0	50.0	-	-	-	78.3

Key Questions

Please respond to the below questions based on the analysis of the above mentioned data.

1. Which student groups are experiencing the lowest achievement?
Black students are achieving significantly lower than white students in the area of reading (20% black; 47% white) and math (13% black; 42% white)
2. Which student groups are experiencing the lowest graduation rates, if applicable?
Graduation rate is low across all sub-groups.

3. In which subjects are students experiencing the lowest achievement?

Math is the area of greatest concern. Only 19% of the students in grade 11 received a meets or exceed on assessments.

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?

External partner, Learning Point Associates and its partner organizations have a long history of working with a broad range of districts, including chronically low-performing schools, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point Associates and its partners have helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.

5. What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?

No idiosyncratic characteristics noted. Population demographics have been stagnant over past 10 years.

6. What characteristics of administrators and faculty should be taken into account in selecting a model and external partners?

Transformational model was the perfect fit due to a new building head principal and a highly qualified staff committed to reform. The external partner has expertise in professional development to transform low performing schools.

7. What characteristics of past experience with reform efforts should be taken into account in selecting a model and external partners?

Previous reform efforts have not been systematic and have had limited follow-up. During this past year the district has restructured to smaller learning communities with on-going and meaningful professional development with rigor.

Insufficient textbooks-at one point, students at the high school did not have their own textbooks. Students were having to share and/or only have access during class time. This greatly limited their ability to review lessons, complete assignments, and study content due to limited textbook access. Through multiple sources, the major problems has been rectified over the last few years.

Attendance-there have been both technical issues as well as personnel issues regarding attendance. There was once a time when entering attendance via Skyward caused technical issues. We still, unfortunately, have staff members who don't enter attendance appropriately and/or timely which greatly impacts the ability to intervene effectively. A few years ago, an attendance officer was hired. However, at that time, all 1200 students were on one campus.

Professional development-prior to 2009-2010, there was not systematic professional development by department, school, regular education nor special education. Even if certain individuals attended quality professional development outside the district, the impact was not realized by the entire school community.

Reading Coach-the high school had the assistance of a reading coach at one point. However, there was not staff buy-in to support the need and services of the position. Additionally, it was a scheduling problem since content area teachers didn't want students to miss instruction to get interventions. There was not a time in the the regular school day conducive for pull-out to impact large numbers of kids. Co-teaching was not welcomed in which the reading coach could push into the classes. The inconsistency of data did not allow effective methods to target students for services.

Curriculum Development-teachers aligned respective courses to state standards. However, many have indicated that due to their limited background in this area and no support, some teachers felt this process wasn't as effective as desired.

Section I:

Part III. District Level Capacity

Directions: This section is divided into six areas. As a team, you will need to reach consensus on each item and determine the extent to which the team strongly agrees or strongly disagrees with the statement. The focus of this section is on district level capacity.

Leadership

	Strongly Agree	Agree	Disagree	Strongly Disagree
The district engages in long-range budgetary planning and annually budgets sufficient resources to support educational programs and implement plans for improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district has authority and support to replace principals and teachers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district has authority and support to grant new principals sufficient operation flexibility.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are clear indications of systemic support by Central Office to support improvement efforts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerations: Data Systems, Communication, Personnel, Accountability, Technical Assistance, Policies and Procedures.				
There are clear indications that the local Board will provide strong support for bold change.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district has a communications plan in place to provide families, staff, and community members with ongoing updates.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district has the authority to modify calendar activities and extend learning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

The following is in response to "The district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications."

The collective bargaining agreement between Cahokia Unit School District 187 and the Cahokia Federation of Teachers #1272 allows teachers to bid on positions. Teachers who choose to bid on a position must currently hold the proper certification to instruct said position. If more than one qualified teacher bids on the said position, the teacher with the most seniority is awarded the position.

The district currently offers extended learning opportunities for students through Academic Lab, an after school tutoring program. However, the district currently does not have the authority to extend the contractual school day. If considered, extending the contractual day would be a part of negotiations.

The following is in response to "The district has the authority to modify calendar activities and extend learning time."

The collective bargaining agreement between Cahokia Unit School District #187 and the Cahokia Federation of Teachers #1272 does not allow the district to modify the calendar. The district does establish the yearly calendar and provides the proposal to the Union Leadership prior to requesting Board of Education approval. If the district considered extending the students' instructional hours, it would have to be negotiated.

Board Policy will be reviewed and revised as necessary, especially in the areas of principal and teacher evaluation; recruitment, hiring, and staff development; school calendar and learning time, and parental organizations and involvement, to be consistent with and to strengthen and support improvement in these areas.

Evaluating Principal and Teacher Effectiveness

	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>The district implements a staff evaluation system that provides for the professional growth of all personnel.</p> <p>Considerations: Evaluation process takes into consideration student data and other elements such as working in collaboration to support school improvement efforts, walk-throughs, observations, and is designed to reflect performance over a specified period.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leaders.</p> <p>Considerations: Highly qualified staff, proper certification, environment free of nepotism, trained paraprofessionals, support for nationally board certified teachers, identified opportunities for career growth, flexible work environment.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The district's relationship with the union will support negotiations of contract terms that support school improvement efforts, ensure the placement of highly effective teachers and the dismissal of low performing teachers.</p> <p>Considerations: Communications, community support, indepth understanding of evaluation methods, legislation/statutes.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

The following is in response to "There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leader."

Cahokia Unit School District 187 does not recruit at college job fairs. The district serves as a student teaching placement for local universities. If possible, quality student teachers are retained for a variety of positions. However, no formal recruitment program currently exists. Due to the district's bidding component and staff recall rights noted in the collective bargaining agreement, most new hires at the high school level do not occur until late summer. The timing of interviews sometimes limits the candidate pool. However, all staff that are hired do meet the certification standards for their respective content area.

The following is in response to "The district implements a staff evaluation system that provides for the professional growth of all personnel."

The current evaluation system utilized by Cahokia Unit School District 187 does not tie student data with teacher performance evaluations. Non-tenured staff in Cahokia Unit School District 187 currently are evaluated twice per year. At the end of a staff member's fourth year of service, administration will make a recommendation for the staff member to receive / not receive tenure. All tenured staff members are evaluated once every other year using a Professional Growth Plan. Staff members meet with their respective building administrator to determine which area will be reviewed and what activities will occur to meet the staff member's goal. With ESEA reauthorization, the Cahokia Unit School District will need to formulate a committee to rework the current evaluation system to include student data. The first evaluation committee meeting is scheduled for Friday, June 4, 2010 from 9 am to 3 PM.

Board Policy will be reviewed and revised as necessary in the areas of principal and teacher evaluation; and recruitment, placing and retaining highly effective teachers and school leaders, and the dismissal of low performing teachers, to be consistent with new evaluation tools and to strengthen and support improvement in these areas.

Data Driven Decision Making

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is a quality student data system in place that supports a school's collection and analysis of different sources of disaggregated student data. Considerations: The system is user-friendly, The data system allows school and district staff to access data and information in a timely manner, from a variety of perspectives. There are district supports for data driven decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district uses data to drive decisions and targets resources and ongoing support to low-performing students in the neediest schools. Considerations: Data exists to support the decision to allocate resources towards a particular service, material, equipment, etc...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district has in place a well defined plan for supporting the ongoing need for data collection and analysis to support and drive instructional needs. Considerations: Personnel, school data teams, professional development, communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district communicates changes resulting from data to families, staff, and communities. Considerations: Personnel, media, communications plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The district has in place a well defined plan for supporting the ongoing need for data collection and analysis to determine continuous improvement and/or the need for interventions. Considerations: Personnel, school data teams, professional development, communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Cahokia Unit School District 187 currently does not have a student data system that allows access and data retrieval for a multitude of purposes. Data is not collected or analyzed in a systematic fashion. While departments proctor quarterly assessments for respective courses, exams are not consistent across departments or campuses. Quarterly exam results, though reviewed, are not analyzed thoroughly and efficiently to modify instruction in a timely manner. During the 2009-2010 school year, all high school students were benchmarked three times in reading and math. Results were inputted into ISTEOP, but due to system inadequacies, data is not currently coordinated with other information. Juniors were assessed in February 2010 using Cambridge, an ACT test prep program. Reports were provided to respective teachers. However, due to the timing and lack of coordination, reports did not significantly impact instruction. The district also needs improved mechanisms to communicate data to parents. The school report card is the only current document provided to families. Without guidance, information can be confusing to ascertain.

Cahokia Unit School District 187, in conjunction with its Lead Partner, Learning Points Associates, will have data the top priority. Data will be reviewed for the following functions:

- consistent quarterly assessments for each course across attendance attendance sites
- system to input variety of assessments - attendance, STEEP benchmark data, quarterly assessments, classroom grades
- the ability to sort data for a variety of purposes
- the ability for staff to access data to inform instruction
- the ability for administration to communicate data in a manageable mechanism
- the ability to follow students individually, by grade level, by subgroup, etc to formulate department and building trends and provide response to address trends that negatively impact student performance
- common and consistent times to review data
- utilizing data to target students for interventions

Board Policy will be reviewed and revised as necessary to strengthen and support improvement in data driven decision making.

The Student Handbook will be reviewed and revised as necessary, especially in the areas of attendance, discipline, scheduling, and interventions for struggling students, to be consistent with and to strengthen and support improvements in these areas.

Instructional Programs

	Strongly Agree	Agree	Disagree	Strongly Disagree
The District ensures that:				
• Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Instructional Practices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead to equitable educational opportunities and outcomes for all students in its neediest schools.				
Considerations: The evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.				
The district ensures instructional practices are aligned with assessment practices to measure student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Considerations: Grade-level benchmarks, progress monitoring, job embedded professional development.				
The district continuously monitors curriculum to make certain it supports instructional practices that are responsive to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Considerations: The evidence of a district curriculum and instruction framework that includes grade-level benchmarks. District conducts curriculum alignment studies.				
Teachers are competent in and use a variety of differentiated teaching strategies that meet the needs of all students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerations: The district ensures that research-based instructional strategies are implemented in its neediest schools. Ongoing professional development is available and provided based on teacher input. Coaches are provided to assist teachers in utilizing instructional practices that best meet the needs of their students.				
Intervention strategies, supports, and extended learning opportunities are in place for students who struggle academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Considerations: Conducts extensive analysis of achievement gaps and develops strategies to address gaps.				

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

In addition to consistent assessment format and data collection mechanisms, Cahokia Unit School District 187 currently has not pinpointed grade-level and course-level benchmarks. While there is a curriculum and pacing for each subject, respective course curriculums haven't been narrowed to essential guaranteed topics. The district has curriculum aligned to state standards but will need to realign to college readiness standards when finalized. The assessments are not aligned to instructional practices. Cahokia High School has begun offering extended learning opportunities via Academic Lab. Academic Lab is offered 4 days per week for 2 hours each day as a direct result of being awarded a current SIP 1003g grant. Students were targeted for Academic Lab based on their STEEP testing data. Minimal interventions are available for high school age level students. District is considering implementing a 7 period day (currently 6 periods) at all three Cahokia High School campuses to ensure intervention assistance during the regular school day in addition to Academic Lab.

The Course Guide and Student Handbook will be reviewed and revised as necessary to be consistent with and to strengthen and support improvements in curriculum alignment and increased rigor.

Professional Development

	Strongly Agree	Agree	Disagree	Strongly Disagree
Comprehensive district-wide professional development and recruitment strategies exist to ensure that high quality teachers are serving students in the neediest schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district has the authority to modify calendar activities or grant the flexibility to individual schools to ensure high quality professional development is provided as needed to support improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerations: Payment for extended days or additional days, adequate pool of substitutes, clearly defined job embedded professional development.				
The district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerations: The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.				
The district has in place a well-defined plan to support the ongoing need for data collection and analysis to support and drive instructional needs and enhance teacher effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Considerations: Evaluating and documenting effectiveness, including student progress, to show impact of professional development or determine needs.				

Please describe the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area.

Cahokia High School staff completed both the pre and post National Staff Development Council Professional Development needs assessment during the 2009-2010 school year. However, since the grant application was submitted prior to survey completion, this data was not available. During each professional development session in 2009-2010, staff completed evaluation forms which allowed for comments and recommendations. This was the first year Cahokia High School staff received systematic professional development. Previously, staff typically attended isolated out of district workshops. Though beneficial, the full staff did not have training continuity. As stated previously, the district does not have a defined plan for data collection and analysis to drive instructional needs.

Board Policy will be reviewed and revised as necessary to strengthen and support staff development and teacher professional development, and to use data collection and analysis to support and drive instructional needs and enhance teacher effectiveness.

Section 1:

Part IV. Determine Best-Fit Model for School

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school **given the existing capacity in the school and the district?** There is no "correct" or "formulaic" answer to this question. Rather, relative degrees of performance and capacity should guide decision making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. In the first column, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option.

CHARACTERISTICS OF PERFORMANCE AND CAPACITY				
CHARACTERISTIC	INTERVENTION MODEL			
	TURNAROUND	TRANS-FORMATION	RESTART	CLOSURE
School Performance				
<input type="checkbox"/> All students experiencing low achievement/graduation rates	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experiencing low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitment to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

- Based on the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

- Best Fit: Transformation
- Second Best Fit: Turnaround
- Third Best Fit:
- Fourth Best Fit:

2. Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

The following competencies are expected from a new leader: strong oral and written communication skills; professional development recommendations that tie to vision and mission; strong discipline that is fair and consistent; management and organizational skills; working knowledge of students' background; ability to work with parents and community; ability to assimilate and disseminate data.

2. How will the LEA enable the new leader to make and sustain strategic staff replacements?

Cahokia Unit School District 187 in conjunction with the Cahokia Federation of Teachers #1272 will be working on developing a new evaluation tool during the 2010-2011 school year. The evaluation tool will encompass student growth as a component to assess teacher performance. The district needs to strengthen accountability systems for staff. Building principal with work closely with local universities to recruit staff.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

At the present time, the LEA has limited capacity to implement the needed strategies based on our needs assessment due to budget constraints.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

While the staff's knowledge of finance procedures has improved, there needs to be more open communication regarding respective resources for staff. From the instructional side, advocates recommended implementing test prep classes, additional support staff, instructional coaches, and increased class offerings. The school leadership team will be given additional flexibility in decisions regarding school reform. The addition of an advisory class will be implemented into the daily schedule.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The district is in full support of the changes determined by the principal and school leadership team. The district is committed to supporting the changes and sustaining them over time through budget adjustments.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

Even though this is the 2nd best fit, due to collective bargaining agreement Articles #15 & 22, this can't be done. The Instructional Coach will analyze needs assessment surveys and offer professional development based on the results of these findings.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

The following competencies are expected from a new leader: strong oral and written communication skills; professional development recommendations that tie to vision and mission; strong discipline that is fair and consistent; management and organizational skills; working knowledge of students' background; ability to work with parents and community; ability to assimilate and disseminate data. The new leader was a former teacher at the high school in the area of special education. He is aware of procedures and policies for evaluation, attendance, discipline and academic issues and assists with this transition. He has served as an assistant for 3 years and is very aware of cultural needs. He will receive an outside mentor through the St.. Clair County Regional Office of Education.

3. How will the LEA support the school leader in recruiting and retaining highly effective teachers to the lowest achieving schools?

The principal will be involved in the selection process and will work closely with local colleges and universities to recruit highly qualified teachers.

4. How will staff replacement be executed—what is the process for determining which staff remains in the school, which are assigned to another school, and which should leave the profession (or at least the district)?

In the collective bargaining agreement adopted in July 2008, Article 15- Teacher Assignments: Whenever possible, teachers are to be assigned teaching positions for which they are best qualified. When a teacher is qualified to teach in more than one department, every reasonable effort shall be made to assign him/her to the department of his/her choice. A teacher who wishes to be reassigned for the ensuing school year must initiate such request not less than ninety (90) calendar days prior to the close of the current school term. The Superintendent or his/her designee shall retain the final responsibility for assignment.

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school and underperformers leave?

In the collective bargaining agreement adopted in July 2008, Article 22-Job Posting and Bidding: All vacancies in existing or newly created teaching, administrative, or guidance positions which occur during the school year are to be posted in teachers' lounges and offices of all buildings. All teachers are to be given the opportunity to bid on vacancies for a period of five (5) working days. All persons interested in such vacancies shall submit a bid for each position desired. All bids shall be sealed until after the expiration of the posting period. Award of bids shall be based on seniority and legal qualifications.

6. What supports will be provided to staff selected for re-assignment to other schools?

Teachers are not reassigned as described in question #4 & 5 due to collective bargaining agreement, Article 15-Teacher Assignments & Article 16; Job Posting and Bidding. Teachers choose to bid on a job in another building based on their credentials. If the job is vacant, the person with the most seniority is awarded the position.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

N/A

8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

Due to collective bargaining agreement adopted in July 2008, Cahokia Unit School District #187 can't execute the Turnaround Model.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

While the staff's knowledge of finance procedures has improved, there needs to be more open communication regarding respective resources for staff. From the instructional side, advocates recommended implementing test prep classes, additional support staff, instructional coaches, and increased class offerings. The school leadership team will be given additional flexibility in decisions regarding school reform. The addition of an advisory class will be implemented into the daily schedule.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The district is in full support of the changes determined by the principal and school leadership team. The district is committed to supporting the changes and sustaining them over time through budget adjustments.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Tier I and Tier II Intervention Model Selection for Schools**

ATTACHMENT 3

SCHOOL NAME	NCES ID #	TIER		INTERVENTION (TIER I AND II ONLY)				Requested Funding	Partnering Organization
		I	II	Turnaround	Restart	Closure	Transformation		
Cahokia High School	170804 000409	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$ 1925691	439400
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ _____	

FY 2011 ARRA School Improvement Grant - Section 1003(g)
Tier I and Tier II Schools Eligible but Not Served

SCHOOL NAME	NCES ID #	TIER		REASON FOR NOT BEING SERVED
		I	II	
N/A		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
Cahokia Unit School District 187	50-082-1870-26

**FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Proposal Abstract**

PART A: Briefly describe the overall objectives and activities related to the grant. Do not exceed 10 pages.

Cahokia High School (CHS) is a chronically low performing high needs school that qualifies as a Tier II school for this School Improvement Grant. CHS is a Title I secondary school in federal restructuring, State academic watch year 6, and it has never met AYP. The 3-year average performance of the All student groups' category from 2007-2009 is 22.67% meeting/exceeding standards in reading and math combined. CHS demonstrates lack of progress in that the combined average performance for 2009 in the All students' group was 21.5%. The 2009 PSAT performance for reading was 24.1% meets or exceeds, and for math was 19%. For the 2009-2010 school year, in order to better meet the academic needs of its students and to raise AYP scores, CHS was restructured into 3 learning centers - CHS Main (565 students in grades 10-12), CHS East (225 students in grades 10-12), and CHS Freshman Academy (237 students in grade 9). Each of the 3 learning centers has its own principal. The 3 co-principals meet regularly and work collaboratively to coordinate activities. New principals were hired for CHS East and CHS Freshman Academy for the 2009-2010 school year. A new principal has been hired for CHS Main for the 2010-2011 school year. Teachers and staff at the 3 learning centers will participate as a collaborative group in the activities provided in the grant. Resources and support will be provided to all 3 learning centers. Data shows that CHS served a total enrollment of 1052 students in grades 9-12. 78% of students are low income and receive free/reduced lunch. The percentage of special education students is 21.4%. The race and ethnicity background of the students is 8.4% White, 91.2% Black, and 0.4% Hispanic. The attendance rate is 82.3%. The chronic truancy rate is an alarmingly high 29.4% compared to the state average of 3.7%. Student mobility rate is 24%. The graduation rate is 74.6%. The dropout rate is 4.2%. 2009 PSAT data, as well as earlier years, demonstrates a striking disparity between the performance of white students and black and economically disadvantaged students. 47% of white students met or exceeded standards in reading and 42% in math. Only 20% of black students and 23.5% of economically disadvantaged students met or exceeded in reading, and 13% of black students and 16.5% of economically disadvantaged students met or exceeded in math.

CHS clearly must implement interventions to substantially raise student achievement and improve the school culture to enable CHS to make AYP and exit improvement status. Cahokia Unit School District has a great need for the school improvement funds provided by this grant and all critical stakeholders have a strong commitment to use the funds to develop and implement the transformation intervention model to provide immediate and sustained improvement in student outcomes.

The overall objectives and activities related to the grant are briefly described as follows. The primary goal of the district is to substantially raise student performance in reading and math on an immediate and sustained basis.

Overall objectives are: (1) to develop and implement effective data-based comprehensive assessment programs for grades 9-12, which allows for on-going data analysis to monitor student progress and to provide academic interventions in a timely manner; (2) to substantially improve student attendance in grades 9-12 by closely monitoring attendance with specific and rapid interventions when students are not in class - a student not in class will not learn or perform; (3) to develop and implement an intervention program for students who are not passing English or math courses in grades 9-12 and/or who do not meet the cut scores developed for the assessment program; (4) to provide time and assistance to English and math teachers for curriculum development to align curriculum and instruction vertically and to the Career and College Readiness Standards, to increase academic rigor, and to provide sustained and ongoing professional development, necessary materials, and support to assist in differentiating instruction and incorporating technology to meet the needs of all students.

Activities related to the grant include: Learning Point Associates (lead partner) will provide assistance in developing and implementing a data-based comprehensive assessment program for English/Reading and math which will include the Cambridge Assessment Program (PLAN, EXPLORE, ACT), on-going assessments to monitor student progress and quarterly assessments in each course. Learning Point will provide professional development in data analysis to staff and administration to assist in the identification of students in need of academic interventions and instructional focus areas, and will monitor the program. A data base for student information and test scores will be researched, developed, and implemented to assist in the data analysis process. Parents will be informed of the assessment program, curriculum changes, and academic progress through phone calls, emails, newsletters, parent-teacher conferences, and parent meetings. Home/school liaisons (1 per grade level 9-12) will monitor student attendance and work with parents and students to resolve attendance issues. Differentiated instruction strategies will be implemented with the support of an instructional coach. Certified assistants in literacy and math (2 each at each grade level 9-12, a total of 12 assistants) will work with English and math teachers in assisting students. An after school Academic Lab program will provide extended learning time. Dr. Janet Allen, consultant, will assist English teachers with curriculum alignment and will provide professional development on differentiated instruction. Randy and Sue Phippen, consultants, will assist math teachers with curriculum alignment and will provide professional development on differentiated instruction. An instructional technologist will provide professional development, coaching, and support with the integration of technology into daily instruction. Summer transition classes for English/Reading and math will be held for 2 weeks in July or August to jump-start students with grades of "D" or below in English or math the previous year. Summer enrichment classes will be offered to extend and enhance learning opportunities. A School Leadership Team will be put in place to, along with the entire CHS staff and with the support and assistance of the district, analyze data, monitor progress of the interventions, and recommend changes to strategies and activities.

LEA Proposal Narrative

Cahokia Unit School District 187

SECTION I: OVERVIEW AND RATIONALE

A. Section 1 of the Needs Assessment has been completed and is attached to and made a part of the grant proposal.

Cahokia Unit School District 187, recognizes that research and experience indicate that the process of conducting an effective needs assessment and choosing a school improvement model is of significant importance in creating a comprehensive school improvement reform strategy. With this in mind, the district consulted with a broad cross-section of critical stakeholders in putting together its Needs Assessment/School Improvement Team to analyze data, consider district level capacity, determine a school intervention model, and to formulate the goals and objectives, strategies, and activities to implement radical, immediate, and sustained improvements to transform the school culture and increase student outcomes at Cahokia High School in order to meet AYP and exit improvement status. The team included the superintendent; central office administrators from curriculum, special education, and finance; the principals of the three high school learning centers – Cahokia High School Main, Cahokia High School East, and Cahokia High School Freshman Academy; the chairs of the English, math, and special education departments; English teachers, math teachers, and special education English and math teachers; and the union president, secretary, and several union executive council members.

This team met on May 17, 2010, to discuss the current climate and student performance level at Cahokia High School (CHS), and to brainstorm a list of suggested improvement goals and related strategies and activities. Each team member received a Needs Assessment packet to consider and complete individually. On May 20, the team met to analyze the data that had been assembled for Section I Part II, to discuss and consider district level capacity, and to determine the best-fit intervention model. As the team's work was progressing, a group of 7 parents was also consulted for their ideas and input regarding the needs of CHS. The Board of Education was also consulted and its suggestions incorporated into the application.

District performance data shows that Cahokia High School is the school in the district that is eligible for a School Improvement Grant under Section 1003 (g). Cahokia High School (CHS) is a Title I secondary school in Federal Improvement Status, Restructuring Implementation; State Improvement Status, Academic Watch Status year 6; and CHS has never met AYP. The 3-year average performance of the all student groups category for the percent meeting or exceeding standards in reading and math combined for 2007-2009 is 22.67%. CHS demonstrates lack of progress in that only 21.5% of the 2009 all student groups category in reading and math combined meet/exceed standards. When 2006 performance data is considered, it suggests a disturbing downward trend.

The Needs Assessment Team focused on an analysis of data regarding CHS to inform the selection of an intervention model. CHS serves a total enrollment of 1052 in grades 9-12. 78% of the students are low income and receive free/reduced

lunches. The percentage of Special Education students is 21.4%. The race and ethnicity background of the students is 8.4% White, 91.2% Black, and 0.4% Hispanic. Although the attendance rate at CHS is 82.3%, the chronic truancy rate is an alarmingly high 29.4%, compared to the state average of 3.7%. Student mobility rate is 24%. The graduation rate is 74.6%. The dropout rate is 4.2%.

The 2009 PSAE data shows that only 24.1% of all students met or exceeded standards in reading and 19% in math, compared to the state average of 56.9% and 51.6% respectively. CHS is currently in restructuring status and has never met AYP. The disparity between the performance of white students and the black and economically disadvantaged subgroups is striking. In 2009, 47% of white students met or exceeded standards in reading and 42% in math. Only 20% of black students and 23.5% of economically disadvantaged met or exceeded in reading, and 13% of black students and 16.5% of economically disadvantaged met or exceeded in math.

The performance data over 3 years is stagnant to decreasing somewhat; the data over 5 to 10 years shows a clear downward trend. It is of critical importance that rigorous interventions be immediately implemented and sustained to produce rapid and long-term improvements in school culture and student achievement.

CHS is currently in restructuring. The 2009-2010 school year saw the high school, once housed at one location, divided into 3 smaller learning centers—CHS Main, CHS East, and CHS Freshman Academy. New principals were hired for CHS East, Felicia Rush-Taylor, and CHS Freshman Academy, Art Ryan. For the 2010-2011 school year, Terrance Gaddy has been hired as the new principal for

CHS Main. Due to the restructuring which just began, the 86% high achievement of teachers on the district evaluation system, the commitment of the principals, teachers, staff, union, superintendent, Board of Education, central office, parents and other stakeholders to work collaboratively to implement strong and effective interventions; considering the collective bargaining agreement that provides for teacher bidding on open positions; and considering the student population, demographics, and performance data, the transformation intervention model was selected as the best fit.

The Team's responses to the questions in the Data and Analysis section of the Needs Assessment, its consideration of the elements of Part IV Best Fit Model, as well as its discussion of the Section II Supporting Details and Section III Tools and SWOT Analysis also informed the decision that the transformation model is most appropriate to result in immediate and substantial improvement in learning and student achievement given the existing capacity at CHS and in the district.

The 3 new principals have all worked as teachers in the district and are very familiar with the student demographics, academic performance, parents, community, school culture, and past efforts at improvement. They are all firmly committed to implementing effective strategies and activities to achieve the goals and objectives of this grant. A highly qualified staff is also committed to reform, and is excited about the professional development opportunities and additional support and technical assistance that will support systemic change at CHS. All recognize the needs for meaningful data collection and effective data analysis to inform, differentiate, and increase rigor in instruction to drive improvements in student

attendance and school culture. The union, principals, and district are engaged in discussions to adopt a new evaluation tool for teachers and principals incorporating student growth as a significant factor. While past efforts at reform have not been successful, there is general consensus that the reforms to be implemented under this grant will be most effective.

The district must examine and/or develop a number of key functions, systems, policies, and practices to support sustainable improvement efforts in the areas indicated in the Needs Assessment:

Leadership—the district cannot currently assign teachers to positions based on system needs. The collective bargaining agreement between the district and teachers' union allows teachers to bid on open positions if they currently hold the proper certification, and the position is then awarded by seniority. This makes it difficult for school leaders to make strategic staff changes and replacements. The district cannot unilaterally extend the contractual school day or school calendar; this is a matter of negotiation. However, Academic Lab, an after-school tutoring program, does offer extended learning opportunities. The district does engage in annual and long-range budget planning; has authority and support to replace principals and teachers; has the authority, and commitment and support to provide the new principals with operational flexibility. The central office supports improvement efforts; the Board is committed to providing strong support for bold change; and the district has a communication plan in place through a Technology Integration Plan. Board policy and all of these functions and systems will be

examined and strengthened where necessary and possible to support sustainable improvement.

Evaluating Principal and Teacher Effectiveness—The current teacher evaluation system at CHS does not tie student data with teacher performance evaluations. A new evaluation tool is being discussed and will be negotiated to use student growth determined by student data as a significant factor in evaluations. The district also needs to review and improve its recruitment and hiring practices to place and retain the most effective teachers and leaders. The district does not currently recruit at college job fairs, although it does serve as a student teaching placement for local universities. Often, quality student teachers are hired by the district. Due to bidding rights and recall rights under the current collective bargaining agreement, however, new hires often cannot take place until the summer months when the pool of high quality applicants is depleted. The district and union are committed to continued discussion and negotiation of contract terms that will support school improvement efforts, and ensure the placement of highly effective teachers and the dismissal of low performing teachers when adequate remediation efforts have not been successful.

Data Driven Decision Making—This is an area that needs particular action to develop and support sustainable improvement. The district does not currently have a student data system that provides access, data retrieval, and then effective analysis for purposes sufficient to drive decision making in important areas such as identification, implementation, modifications, and improvements of the most effective instructional programs, or to inform and differentiate instruction in order to meet the

academic needs of individual students. Quarterly assessment exams are not consistent across departments or among the 3 high school learning centers. Data is not now retrieved or analyzed effectively to improve even student attendance. Improvement efforts were implemented in the 2009-2010 school year to benchmark students in reading and math with the STEEP Program, but this has not yet been fully implemented, and data has not been coordinated with other information. Beginning in February 2010, the Cambridge ACT Test Prep Program was instituted, and this shows promise of being effective when used over the course of an entire school year. The Cambridge Assessment Program will be expanded to cover PLAN, EXPLORE, and ACT. Data and additional information on student achievement and instructional programs also need to be provided and communicated to parents in a more timely and effective manner. With Lead Partner, Learning Point Associates, CHS will develop and implement a data-based assessment system to address shortcomings.

Instructional Programs—CHS currently has curriculum aligned to state standards, but will need to realign to college readiness standards when finalized, and possibly to common core standards under Race to the Top. However, grade level and course level benchmarks have not been set, and course curriculums have not been narrowed to essential guaranteed topics. Assessments are not aligned to instructional practices. There is not adequate monitoring of curriculum through data to make certain it supports instructional practices responsive to student needs. Although CHS has begun to offer extended learning opportunities with Academic Lab, this was only possible through a prior grant. Students were targeted for

Academic Lab based on STEEP testing, but additional intervention opportunities, and effective targeting through data is necessary.

Professional Development—The 2009-2010 school year was the first year that CHS staff received systematic professional development. The CHS staff also completed both pre and post NSDC Professional Development Needs Assessments; however, this data is not yet available. There is not yet a defined plan for data collection and analysis to drive instructional needs and enhance teacher capacity and effectiveness. Systematic, comprehensive, job-embedded professional development is necessary as is data analysis to assess its effectiveness and to make modifications to increase its impact. The district does have the authority, and the CHS principals the flexibility, to modify calendar activities, pay for extended days, and provide substitutes to ensure high quality professional development to support improvement.

The district does not have adequate financial resources to support the rapid improvement and systemic change set forth in this grant application. However, the district does have in place the new leadership, committed Board, superintendent, central office, qualified and determined staff, school improvement team, support of parents, and positive attitude to get the job done for the benefit of the students. This will strongly support rapid and sustained improvement and systemic change through the transformation intervention model to create a thriving learning environment at CHS. All stakeholders recognize the need for change. Goals and objectives, strategies and activities have been developed. The district will hold itself and all implementers of change accountable for success. A Lead Partner with a history of

success in helping chronically low-performing schools has been engaged, an external evaluator is on board, and reliable and valid means of measuring success and effectiveness will be utilized. The district will provide additional funds for sustainability at the end of the grant period.

B. Attachment 8 sets forth the annual goals and supporting objectives for student achievement. The goals and supporting objectives were established by the Needs Assessment/School Improvement Team (described at the beginning of this narrative and in Attachment 7).

The team initially brainstormed possible goals and objectives at its first meeting on May 17, 2010. After the Needs Assessment had been completed on May 20, the team again met on May 24 to discuss and refine the goals and objectives, strategies, and activities to implement the transformation model. The whole team initially discussed this, then broke into two groups to focus on reading and math with teachers from the English and math departments joined by principals, Central Office personnel, and special education teachers. Parents and Board members were later advised and consulted, and their suggestions incorporated in the final product. The team also considered and recommended the additional personnel and other resources that would be necessary to meet the goals. A smaller sub-group of the team met several additional times and worked in collaboration to prepare the grant application. In developing the goals and objectives, the purposes of the grant were duly considered, as were the strategies, both required and permissible under the transformation model as set forth in the RFP. Learning Point Associates was also consulted regarding the goals and objectives, strategies, and activities. The goals

are to increase the PSAE reading scores in year 1 from 24% to 28% meets or exceeds; increase the reading scores from 28% to 35% in year 2; increase the reading scores from 35% to 45% in year 3; to increase the PSAE math scores in year 1 from 19% to 22% meets or exceeds; increase the math scores from 22% to 27% in year 2; and to increase the math scores from 27% to 33% in year 3. The district is committed to further improvements through the sustainability of this initiative after the grant funding period.

Reliable and valid measures of evaluation will be put in place to monitor the success and effectiveness of the project to ensure timely progression towards identified goals. The Lead Partner, Learning Point Associates, has a proven plan to measure the progress of schools using intervention methods that use data analysis and other indicators of monitoring and evaluating progress. These include not only quantitative and qualitative measures of student achievement, but also the capacity and effectiveness of school leaders and teachers. Further, Dr. Matt Feldmann has been engaged as the external evaluator who will systemically analyze project activities to determine the degree to which goals and objectives are being reached, to assist the project leadership with data analysis and interpretation, and to provide regular reporting to assist and effect decision-making. Finally a school leadership team consisting of the 3 co-principals, department chairs, teachers, staff, central office staff, home/school liaisons, and the school transformation coordinator will also be trained and will work with the district, Learning Point, and Dr. Feldmann to gather and effectively analyze data to monitor progress and to inform and drive decisions to

modify strategies and activities if necessary. This team will be able to sustain the monitoring and evaluation processes at the conclusion of the grant.

C. Strategies to monitor the 9 indicators found on Attachment 9 are as follow:

1. Number of minutes within the school year. The school year having 67, 860 minutes is set by the Board. The district will extend the school day by providing after-school tutoring in Academic Lab.
2. Student participation rate on state assessments, by student subgroups. This will be monitored by collection of data on participation, and will seek to be improved by increasing student attendance rates.
3. Dropout rate. This will be monitored by data collection and analysis. Improvement will be seen by increasing student attendance and by providing interventions such as Academic Lab, extra reading and math assistance, and summer jump-start programs for struggling students. Communication and parent involvement will also be enhanced.
4. Student Attendance Rate. This will be monitored by data collection and analysis. Improvements will be made by using home/school liaisons to contact absent students and their parents and by enhancing communication; and parent involvement will also be enhanced.
5. Number and percentage of students completing advanced coursework. This will be monitored by data collection and analysis. Improvement in numbers and percentage will be made by aligning curriculum to provide more rigor.

6. Discipline Incidents. This will be monitored by data collection and analysis using SWIS and/or Skyward discipline systems. Improvements will be made by increasing parental communication and involvement and PBIS.
7. Truants. This will be monitored by data collection and analysis. Improvements will be made by the use of home/school liaisons under the direction of the district attendance officer. There will be meaningful and frequent contacts and home visits, parent conferences, increased communication and parent involvement including meetings and workshops, and community outreach.
8. Distribution of teachers by performance level. This will be monitored by evaluation tools and data collection and analysis regarding teacher evaluations. Improvement will be made by systematic, job-embedded professional development and by a new evaluation tool that uses student growth as a significant factor.
9. Teacher Attendance Rate. This will be monitored by data collection and analysis. Improvement will be made by a positive school climate and culture created by new principals and school leadership team, as well as by the positive energy created by implementing the interventions.

D. Previous reform and improvement efforts have not been successful in improving student outcomes. Improvement strategies and efforts begun in the 2009-2010 school year show the potential for success, but the financial resources of this grant are necessary to allow these efforts to continue, and for additional interventions to be implemented. Previous reform efforts have not been systematic and, due to lack of sufficient funds and lack of effective data analysis, there was limited follow-up. Also

impeding the success of previous efforts was a lack of sufficient textbooks for all students, limiting their ability to read, review, complete assignments, and study content (this problem has never been rectified). There have been technical and personnel issues that have impeded improvements in student attendance. The Skyward attendance system is not always fully functional. Some staff members have not entered attendance data appropriately or in a timely manner. These problems make it difficult to intervene effectively. Prior to the 2009-2010 school year, professional development was not systematic by department, school, regular education or special education. Staff typically attended professional development seminars and workshops outside the district individually or in small groups, so the impact was not realized by the entire school community. A reading coach was available at CHS at one time. However, there was not a time in the school day conducive to pull students for interventions. Further, at the time, there was not sufficient staff buy-in to support the services; and co-teaching in the classroom was not welcomed. Now, the teaching staff better understands, accepts, and is enthusiastic about the availability and use of literacy assistants and math assistants to assist in the classroom. Curriculum development has not been coordinated across departments.

During the 2009-2010 school year, systematic professional development by Dr. Janet Allen in reading/language arts and Randy and Sue Pippen in math has seen the potential for significant success. The teaching staff is enthusiastic about their professional development training and assistance provided for curriculum alignment and differentiated instruction. Instructional coaches in both English and math have also been utilized to help implement differentiated instruction. On 5/26/10, a Mathematics

Curriculum Audit Report for CHS was finalized and its implementation should increase student performance. STEEP benchmarks to determine if interventions are necessary and the Cambridge Assessment system also show early signs of being successful improvement efforts, and they have been put in the process of being fully implemented. To have full and sustainable improvement, however, these efforts need to be continued by the use of school improvement funds.

E. One of the primary elements that the district does not currently have in place to maximize improvement efforts is a system for the collection, analysis, and effective use of data. This includes the lack of a system for assessment of student academic performance with analysis to allow for rapid targeting for interventions, or to inform and differentiate instruction. It also includes a lack of an effective system to improve student attendance through the immediate recognition and attention to attendance issues. Sufficient support personnel are not in place to assist with students having difficulty in the classroom or who have excessive absences. Assistance for effective curriculum development and alignment is not fully in place.

With this grant, the district, with the assistance of Learning Point, will develop and implement a comprehensive, data-based assessment system at CHS which allows for on-going data analysis to monitor student progress and to provide academic interventions in a timely manner. A data and personal contact system will be developed and implemented to monitor student attendance and rapidly intervene when students are not in class. Software and web-based systems will be researched and considered by the school leadership team, purchased, and put in place and utilized. Staff will be trained as needed to utilize the systems. Four home/school liaisons will be hired to

monitor student attendance and provide interventions and communication and support to parents. An intervention program will be developed and implemented for students in need. Literary and math assistants, who are certified teachers, will be hired to provide classroom assistance and pull out. There will be 2 literary assistants and 2 math assistant for each grade level 9-11, or a total of 6 for English and 6 for math. The district will also provide time and assistance for curriculum development and alignment as well as sustained, job-embedded professional development. Technical assistance will be provided. The district will provide support on an on-going basis. It is anticipated that once systems are in place and in use, the need for additional personnel will diminish. Likewise, with sustained professional development, including instructional coach assistance in differentiated instruction, and the knowledge and strategies imparted to classroom teachers by literary and math assistants, it is anticipated that classroom teachers will incorporate the learned strategies into their own instructional techniques and the need for much of the additional personnel will diminish. Further, with curriculum aligned and assessment systems familiar and in routine use, with administration and staff trained in data analysis, and with improvements in school culture and student performance being realized, the changes should be sustainable with more limited technical assistance. Necessary instructional materials, training, support and professional development will continue to be provided.

F. The district has the capacity to use school improvement funds to provide adequate resources and support to CHS in order to implement, fully and effectively, the required activities of the transformation intervention model. As a Title I school, the district has used Title I funds over a number of years to provide supplemental

instructional materials and professional development in attempts to improve instruction and student achievement. Title I funds have also been used for PSAE Prep and Advance Placement tutoring programs. And Title II A and Title II D funds have been used to provide professional development in technology and to assist with quarterly assessments.

The district will help CHS fulfill the required activities of the transformation model. New principals are in place at CHS East and CHS Freshman Academy, and a new principal has been hired at CHS Main for the 2010-2011 school year. New evaluation systems for teachers and principals that take into account student growth as a significant factor are already being discussed by the Superintendent, a group of central office personnel, the 3 co-principals, and teacher union representatives, and will be negotiated and in effect for the 2011-2012 school year. The new evaluation tool will allow the district to identify and reward leaders, teachers, and staff who increase student achievement and graduation rates and identify and remove those who have not done so after ample opportunity and support for improvement. The district will support flexibility in decision-making and time for professional development, and expert technical support from Dr. Janet Allen, who will assist English teachers with curriculum alignment and professional development on differentiated instruction, and Randy and Sue Pippen who will similarly assist math teachers. The curriculum will be aligned vertically and with state standards by using data and research. An instructional coach will also be provided to both departments. Supplemental materials to assist with the implementation of instructional strategies will be provided. Recruitment and hiring procedures will be reviewed and modified as necessary, flexible work conditions will be

implemented, reimbursement made for courses taken to improve or advance in the profession, and the district will explore and implement all possible other incentives and opportunities for career growth and advancement. Comprehensive data-driven assessment programs for English and math will be developed and implemented by the district with the assistance of Learning Point, and they will also provide professional development in data analysis to assist in identification of students for academic interventions.

G. The district does not include any Tier I schools.

SECTION II: PROPOSED ACTIVITIES

A. The design and implementation of interventions began with the work of the Needs Assessment/School Improvement Team in analyzing student performance and other data, considering district level capacity, determining a school intervention model, and formulating the goals and objectives, strategies, and activities included in the grant application. Learning Point has been engaged and consulted as lead partner, and Dr. Matt Feldmann has been engaged and consulted as external evaluator. The district will work collaboratively with Learning Point, the School Leadership Team, the Board teachers' union, staff, parents, other stakeholders, and expert consultants to continue the process of designing, implementing, monitoring, and supporting interventions consistent with SIG 1003(g) final requirements.

The superintendent and central office personnel reviewed information on potential lead partners from the Illinois Approved Provider List. Learning Point Associates quickly stood out as the best lead partner for CHS and the district due principally to its history of success with chronically low-performing and high needs

schools. Learning Point also focuses on collaborative development and implementation of strategies to improve student achievement, and to build the capacity and effectiveness of school leaders and staff so that improvement can be sustained. This was considered very important in order to continue improvement after the grant period. An emphasis on effective data analysis to drive instruction and targeted intervention, as well as expert coaching, and a parent and community engagement plan was also considered good for CHS. The letter of intent from Learning Point is attached to the application.

Following the award of the grant, during July and August, 2010, Learning Point will assist with key planning elements including district and school policy changes, staffing, scheduling, benchmark assessment selection, and monitoring indicators; support development of a messaging plan; conduct educator survey to gauge commitment and confidence in the transformation process; assist with English/reading curriculum review; conduct School Leadership Team and teacher workshops on implementation of transformation process. During the 2010-2011 school year they will assist in developing and implementing a data-based assessment system; conduct training and support for the School Leadership Team, including data collection and analysis; provide training to staff, including instructional coaches; coach English and math department chairs; coach the principals and School Transformation Coordinator; conduct parent workshops; conduct classroom observations; coach the home/school liaisons; review and make recommendations regarding expanded learning; monitor progress; assist in analysis of student assessment data; participate in ISBE meetings;

facilitate year-end stakeholder monitoring meeting and planning; possible other services.

During year 2 of the grant, Learning Point will assist in a math curriculum review; assist with modifications to the improvement plan; assist with data analysis; support updated communication and messaging; provide coaching to the School Leadership Team, principals, School Transformation Coordinator, English and math department chairs, and home/school liaisons; conduct parent workshops; monitor progress; review alignment of expanded learning and plan modifications; participate in ISBE meeting; facilitate year-end stakeholder monitoring meeting and planning; possible other services.

During year 3 of the grant, Learning Point will continue with services provided in year 2.

The measurable outcomes from the services of Learning Tree will be progress in improving school climate and culture; improvements in collaboration and communication; improvements in school leader and teacher capacity and effectiveness; enhanced parental involvement; improvements in curriculum alignment; improved student performance in all student groups and subgroups; enhanced rigor and academic expectations; improvements in extended learning time; increased capacity for sustained improvement.

Other resources will be aligned with the interventions. District funds will be used for some student incentives (small gift or food items for instance) and for activities such as parent/student reward dinners. The district is in a position to use other Title Funds during and at the conclusion of the grant funding period for sustainability.

Board policy will be reviewed and revised as necessary and possible during 2010-2011, in the areas of principal and teacher evaluation; recruitment, hiring, and staff development, school calendar and learning time; and parental organization and involvement. The superintendent, co-principals, and school transformation coordinator will work with the Board in this effort. The student handbook and course guide will be reviewed and revised as necessary to be consistent with and to strengthen and support the interventions. The co-principals, school transformation coordinator, department chairs, and school leadership team will do this and get Board approval. The district administration, co-principals, board, and teachers' union have already agreed to work collaboratively and cooperatively to accomplish necessary changes. Communication will be a key component of working together. If interventions require a change in enforced work time or change in working conditions, such changes will have to be negotiated pursuant to the collective bargaining agreement.

Meetings have already taken place and will continue between the superintendent, central office, the 3 co-principals, and teachers' union leadership to discuss the development and adoption of a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors. All of these parties, as well as the board, are committed to approving a new system as part of the collective bargaining agreement for teachers, and also for principals, and having it implemented by the start of the 2011-2012 school year. The evaluation system will also include elements to fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.

B. Current staff that will be involved to help ensure the successful implementation of the transformation model include:

Central Office Administrators:

Debra Tippet—Director of Curriculum and Instruction/Title I, 10 – 15% of time on grant.

Emma Campbell-Cornelius—Assistant Director of Curriculum and Instruction, 10 – 15% of time on grant.

High School Administrators:

Terrance Gaddy—CHS Main Principal, 50% of time on grant.

Felicia Rush-Taylor, CHS East principal, 50% of time on grant.

Art Ryan, CHS Freshman Academy Principal, 50% of time on grant.

The district will give these administrators flexibility in scheduling, as well as other support such as coverage during time required to be away from other duties.

A new position of School Transformation Coordinator (referred to in some attachments as Grant Coordinator) will be created, and a qualified person hired and paid with grant funds, to spend 100% of his/her time on coordinating, overseeing, and implementing the intervention activities over the grant funding period. This position may be maintained, with perhaps more limited time involvement after the grant funding period to ensure sustainability. The School Transformation Coordinator will work closely with Learning Point, Dr. Feldman, the school leadership team, staff, central office personnel, and the Board in performing duties, including the following:

- Serve on the school leadership team

- Coordinate, facilitate, and maintain communication with and between central office personnel, principals, staff, Board members, Learning Point, Dr. Feldmann, parents, community members, students, and other stakeholders

- Learn all data systems developed and implemented under the project

- Coordinate and assist in the collection, analysis, dissemination, use, and reporting of all data, including assessment, attendance, and other data systems

- Help coordinate professional development and technical assistance

- Coordinate research efforts and dissemination of research related to curriculum, instruction, and other activities pertaining to the project

- Coordinate and facilitate parent and community involvement

- Coordinate and lead participation in all evaluation and reporting activities conducted by ED and ISBE, including on-site reviews; school improvement activities and technical assistance; update of annual improvement goals; revised budget and annual budget summary; submission of quarterly expenditure reports; submission of annual continuation application

- Other duties as may become necessary.

As is shown in Attachment 17, the School Transformation Coordinator has shared responsibility for nearly every strategy under the project. He/she will report to the Director of Curriculum and Instruction/Title I. A formal job description will be developed with the assistance of Learning Point.

C. Attachment 8 describes the objectives/district level activities that will help achieve goals and that will support implementation of the transformation model.

Attachment 17 includes the CHS strategies/activities to be implemented based on those

goals and objectives. All of the strategies/activities of CHS will be supported by the district as previously described. Attachment 10 describes the strategies that the district and CHS will use to sustain the implementation of the transformation model, and thus sustain increases in student performance, improvements to school culture, and the capacity and effectiveness of school leaders and teachers. The information detailed in those attachments will not be set forth in full in this narrative.

Planning has already begun with the meetings and activities related to needs assessment, development of goals and objectives, strategies and activities, and the engagement and meetings with Learning Point and Dr. Feldmann. In general, additional planning will take place in the first 1-6 months of the grant with some 1st year activities being implemented immediately and others phased in. Planning for 2nd and 3rd year activities will take place during year 1, and will be implemented for each of year 2 and 3. Monitoring will begin immediately on implementation of each strategy/activity and will continue on an on-going basis throughout the time of grant funding, through the 3 years of sustainability indicated, and beyond. The district is committed to continuing the improvement efforts, monitoring them continuously, and making necessary changes on a permanent basis.

As to district level activities, the following information supplements the information in Attachments 8, 17, and 10.

DISTRICT LEVEL ACTIVITIES and target dates:

-Engage the services of Learning Point Associates, Lead Partner—This has been done and will be completed upon award of the grant.

- Engage the services of Dr. Matt Feldmann, External Evaluator—This has been done and will be completed upon award of the grant.

- Hire School Transformation Coordinator—At time of award of grant.

- Establish School Leadership Team for grant—September 2010.

- Eliminate Pre-Algebra at 9th grade except for special education students—August 2010.

- Develop and implement comprehensive assessment program for grades 9-12 which allows on-going data analysis to monitor progress and provide timely academic interventions. (English and Math)—May 2011.

- Develop and implement system to monitor student attendance and allow rapid interventions—May 2011.

- Develop and implement intervention program for students not passing course and/or do not meet cut scores of assessment program (English and math)—May 2011.

- Provide time and assistance for English and math teachers for curriculum development and alignment; provide sustained and on-going professional development, materials, and support to assist in differentiating instruction and incorporating technology—May 2011.

- Refine the assessment programs from Year 1, and implement a data system to assist and drive the assessments—May 2012 (push up date if possible for data system).

- Review and revise student attendance strategies. Make sure effective data system in place and implemented—May 2012 (push up date if possible for data system).

- Review, refine, and continue intervention programs—May 2012.

-Develop and implement enrichment programs in English and math—May 2012 (possibly late summer 2011).

-Continue curriculum review, professional development, and collaboration time for data analysis training and implementation—May 2012.

Activities of year 2 will continue in year 3. See Attachment 10 for sustainability plan.

SECTION III: LEVEL OF COMMITMENT

A. The process of consulting with critical stakeholders regarding the district's application for this grant is fully explained on Page 1 of Attachment 7 and is also referred to at the beginning of this narrative and need not be repeated here.

B. The CHS and district community were made aware of the intent to submit this grant application at staff meetings in April 2010. More information was made known by word of mouth after the Needs Assessment/School Improvement Grant Team meetings. The application and proposed interventions were discussed again at end-of-school-year staff meetings. The district's intent to apply for the grant was discussed publicly at the Board of Education meeting on June 1, 2010. Parents will also be made aware of the grant application by letters sent to homes in August at the beginning of the 2010-2011 school year and in the first school newsletter in August. District and CHS administrators and staff have also informally discussed the grant with parents and members of the community. It is anticipated that local news organizations will also publish information about the grant.

C. The district will establish and maintain ongoing collaboration efforts and communication with staff, families, and the community. Staff will be involved in most

aspects of the intervention activities. Full staff meetings, school leadership team meetings, department meetings, professional development activities, training sessions on data systems and analysis, and grant activity information dissemination will give multiple opportunities for communication and collaboration. The district intends to encourage and assist with the organization of an active parents' group at CHS. Letters, newsletters, phone calls, emails and website information will allow for communication with parents. Parents will also be invited to meetings where intervention activities and progress are discussed. It will also be discussed at parent/teacher conferences in October. The district will also contact local newspapers and other news organizations to disseminate information to the community. Community outreach by the district, administrators, school transformation coordinator, and staff will also help maintain collaboration and communication.

D. There is a solid and high level of support and excitement for this grant proposal from all key stakeholders, as described in the consultation process and described in this narrative. The stakeholder signature form of those involved in the process to date includes leaders from across the district, school, union, Board, and parents. Letters of support from the Board of Education, Cahokia Federation of Teachers' Union, CHS school staff, and a Parents' Group are attached.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
Selected Lead and Supporting Partners**

DISTRICT NAME AND NUMBER Cahokia Unit School District #187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
NAME OF SCHOOL TO BE SERVED Cahokia High School	
NAME OF EXTERNAL PARTNER, CMO, OR EMO Learning Point Associates	ADDRESS (Street, City, State, Zip Code) 1120 East Diehl Road Suite 200 Naperville, IL 60563-1486
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED 1. School culture and climate 2. Developing teacher and school leader effectiveness 3. Comprehensive instructional reform strategies 4. Extending learning time 5. Providing operating flexibility	EXTERNAL PARTNER <input checked="" type="checkbox"/> Illinois Approved Provider <input checked="" type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO

ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget)
year 1 (439,400) year 2 (321,300) and year 3 (255,900)

DISTRICT NAME AND NUMBER Cahokia Unit School District #187	REGION, COUNTY, DISTRICT, TYPE CODE
NAME OF SCHOOL TO BE SERVED	
NAME OF EXTERNAL PARTNER, CMO, OR EMO	ADDRESS (Street, City, State, Zip Code)
MEASURABLE AND TIME-SPECIFIC SERVICE(S) TO BE PROVIDED	EXTERNAL PARTNER <input type="checkbox"/> Illinois Approved Provider <input type="checkbox"/> Lead Partner <input type="checkbox"/> Supporting Partner <input type="checkbox"/> Partner needs to be approved by ISBE <input type="checkbox"/> CMO <input type="checkbox"/> EMO

ESTIMATED AMOUNT TO BE PAID UNDER SUBCONTRACT (Should be same as budget)

LEA Stakeholders Consultation and Signature Form

Directions: LEA must consult with stakeholders. Below please describe the consultation process and partner engagement. Key stakeholders include union representatives, school board representatives, lead or support partners and/or CMO or EMO, parents (i.e. school improvement team, parent advisory council, PTO, PTA) and any additional stakeholders. Add additional pages if necessary.

Cahokia Unit School District 187, recognizes that research and experience indicate that the process of conducting an effective needs assessment and choosing a school improvement model is of significant importance in creating a comprehensive school improvement reform strategy. With this in mind, the District consulted with a broad cross-section of critical stakeholders in putting together its Needs Assessment/School Improvement Team to analyze data, consider district level capacity, determine a school intervention model, and formulate the goals and objectives, strategies, and activities to implement radical, immediate, and sustained improvements to transform the school culture and increase student outcomes at Cahokia High School to meet AYP and exit improvement status. The team included the Superintendent; Central Office Administrators from curriculum, special education, and finance; the principals of the three high school learning centers - Cahokia High School Main, Cahokia High School East, and Cahokia High School Freshman Academy; the chairs of the English, math, and special education departments; English teachers, math teachers, and special education English and math teachers; and the union president, secretary, and several union executive council members were among this group.

This team met on May 17, 2010 to discuss the current climate and student performance level at Cahokia High School (CHS), and to brainstorm a list of suggested improvement goals and related strategies and activities. Each team member received a Needs Assessment packet to consider and complete individually. On May 20, the team met to analyze the data that had been assembled for Section I Part II, to discuss and consider district level capacity, and to determine the best-fit intervention model. On May 24, the team met to discuss and refine goals and objectives, strategies, and activities to implement the transformation model. These included goals regarding improved performance and outcomes in reading and math, and improvements in student attendance and graduation rate. The team also considered and recommended the personnel and other resources necessary to meet the goals. Team meeting time over the 3 days was approximately 10 hours. A smaller sub-group of this team then met several additional times and worked in collaboration to prepare this grant application for submission. As the team's work was progressing, a group of 7 parents was also consulted for its ideas and input regarding the needs of CHS, and strategies and activities for improvement. Parent suggestions are included in this application. The Board of Education was also consulted and its suggestions incorporated into the application. At a meeting on June 10, the parents' group was advised of the final components of the application and this met with their approval. The Board of Education also gave its approval to the grant application, as did the union and high school teachers.

Learning Point Associates was the District's preferred choice to be Lead Partner for this school improvement grant because of its success in working with chronically low performing schools like CHS. Dawn Dolby of Learning Point met with the Superintendent and Central Office personnel on May 17 to discuss the broad goals and activities that the district was considering for school improvement, and to discuss the ways in which Learning Point could collaborate and provide a plan and services to best implement needed improvements. Telephone conferences were held by the grant application team with Ms. Dolby of Learning Point on 6/2 and 6/8 regarding its consideration of the Needs Assessment and its role in the implementation of the transformation model interventions. The district also determined that it would be beneficial to have an external evaluator to determine the degree to which the improvement project achieves the goals and objectives, and to assist with useful analysis and direction to assessment findings. Dr. Matthew Feldmann was selected to provide his services in the regard after careful consideration of his experience. Dr. Feldmann participated in the Needs Assessment/School Improvement Grant Team meeting on 5/17 and in the conference call with Learning Point on 6/8. He further discussed his role and services with the grant application team on 6/8.

The LEA Stakeholders Signature Form follows.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Stakeholders Consultation and Signature Form**

ATTACHMENT 7

Page 2 of 3

Title	Representing	Print Name	Signature	Date
Superintendent	Cahokia Unit School District 187	Dr. Pamela Manning	<i>Dr. Pam Manning</i>	6-7-10
Board of Education President	Cahokia Unit School District 187	Mary Ann Spicer	<i>Mary Ann Spicer</i>	6-9-10
Board of Education Vice President	Cahokia Unit School District 187	Peggy Shelton	<i>Peggy Shelton</i>	6/7/10
Chief Financial Officer	Cahokia Unit School District 187	Arnett Harvey	<i>Arnett Harvey</i>	6/3/10
Curriculum Director	Cahokia Unit School District 187	Debra Tippet	<i>Debra Tippet</i>	6/3/10
Assistant Curriculum Director	Cahokia Unit School District 187	Tanya Mitchell	<i>Tanya A Mitchell</i>	6/3/10
Assistant Curriculum Director	Cahokia Unit School District 187	Emma Campbell-Cornelius	<i>Emma Campbell-Cornelius</i>	6/3/10
Special Education Director	Cahokia Unit School District 187	Marion Wilson-Brooks		
Assistant Special Education Director	Cahokia Unit School District 187	Victoria Breckel	<i>Victoria Breckel</i>	6/3/10
Parent	Cahokia High School	Kenneth Ball		
Parent	Cahokia High School	Rebecca Carroll	<i>Rebecca Carroll</i>	6/8/10
Parent	Cahokia High School	Kimberly Braggs	<i>Kimberly Braggs</i>	6-8-10
Parent	Cahokia High School	Bonnie Johnson	<i>Bonnie Johnson</i>	6-8-10
Parent	Cahokia High School	Linnet Richardson	<i>Linnet Richardson</i>	6-8-10
Parent	Cahokia High School	Antionette Sanders		

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Stakeholders Consultation and Signature Form**

ATTACHMENT 7

Page 3 of 3

Title	Representing	Print Name	Signature	Date
Parent	Cahokia High School	Dara Taylor	<i>Dara Taylor</i>	6/8/10
Special Education Content Area Facilitator	Cahokia High School	Michele Quirin	<i>Michele Quirin</i>	6/3/10
Special Education Teacher	Cahokia High School	Tom Reed	<i>Tom Reed</i>	6/3/10
Special Education Teacher	Cahokia High School	Beth Nalick	<i>Beth Nalick</i>	6/3/10
Special Education Teacher	Cahokia High School	Bill Chitty	<i>Bill Chitty</i>	6/3/10
Cahokia High School Main Principal	Cahokia High School	Terrance Gaddy	<i>Terrance Gaddy</i>	6/3/10
Cahokia High School East Principal	Cahokia High School	Felicia Rush-Taylor	<i>Felicia Rush-Taylor</i>	6/3/10
Freshmen Academy Principal	Cahokia High School	Art Ryan	<i>Art Ryan</i>	6/3/10
Support Staff	Cahokia High School	Rick Jones	<i>Rick Jones</i>	6/3/10
English Teacher / Content Area Facilitator	Cahokia High School	Nicole Webb	<i>Nicole Webb</i>	6/3/10
English Teacher / Union President	Cahokia High School / CFT 1272	Jane Cohlmeier	<i>Jane Cohlmeier</i>	6/3/10
English Teacher	Cahokia High School	Wendy Lochman	<i>Wendy Lochman</i>	6/3/10
Math Teacher	Cahokia High School	Amy Carty	<i>Amy Carty</i>	6/3/10
Math Teacher / Content Area Facilitator	Cahokia High School	Annamary King	<i>Annamary King</i>	6/3/10
Math Teacher	Cahokia High School	Jane Peiffer	<i>Jane Peiffer</i>	6/3/10




1700 Jerome Lane
Cahokia, Illinois 62206
(618) 332-3700



Jana Bechtoldt
Superintendent

Arnett Harvey
Chief Financial Officer

Arthur S. Ryan
Director of Human
Resources

Debra Tippet
Director of Curriculum
& Instruction / Title I

Dennis Vandever
Director of Plant
Operations

Marion Wilson-
Brooks
Director of Special
Education

Vanessa Peterson
Secretary To The Board



Dear Illinois State Board of Education:

The Board of Education of Cahokia Unit School District #187 is committed to providing the resources and related support necessary to implement, fully and effectively, the transformation intervention model selected for the School Improvement Grant under Section 1003(g). The Board will review and adopt policies, provide the flexibility, and align other resources of the district, to implement the goals, objectives, strategies and activities identified in the grant proposal to bring about radical improvement through the rigorous intervention that is clearly necessary to transform the school culture and improve student outcomes at Cahokia High School Main, Cahokia High School East and the Cahokia Freshman Academy. Further, it is the objective and commitment of the Board to work collaboratively with the administration, union, teachers and other staff, parents, lead and supporting partners, and other stakeholders to ensure both immediate and sustained substantial improvement in student attendance, graduation rate and student outcomes.

The Board of Education has been advised and engaged in the needs assessment related to the grant, as well as the development of the goals, objectives, strategies and activities described in the grant proposal. Because Cahokia High School is one of the lowest achieving Title I schools in the State of Illinois, and past efforts to improve student performance have met with limited or no success, it is critical that funds be obtained and used to provide adequate resources in order to implement the intervention strategies to develop and increase teacher and school leader effectiveness, and to implement comprehensive instructional reform.

The education of the students in District 187 is of paramount importance to the community. The improvements to be made under this grant and to be sustained through the commitment and engagement of the Board and all stakeholders are vital to the lives of the children in the district. The financial resources of the district do not even approach what is necessary to implement the needed improvements. The school improvement funds under this grant are needed and will be used to raise substantially the achievement of the high school students so as to enable the school to meet adequate yearly progress on a sustained basis.

Sincerely,

Name: <u>Quetta B. McQuaden</u>	Date: <u>6/7/10</u>
Name: <u>Debra Tippet</u>	Date: <u>6/7/10</u>
Name: <u>Arthur S. Ryan</u>	Date: <u>6/7/10</u>
Name: <u>Gillie On. Bayton</u>	Date: <u>6/7/10</u>
Name: <u>Larry Wilson</u>	Date: <u>6/7/10</u>
Name: <u>Linda Harris Stults</u>	Date: <u>6/7/10</u>
Name: <u>Marion Wilson-Brooks</u>	Date: <u>6/9/10</u>

6/5/2010

To Whom It May Concern:

The Cahokia Federation of Teachers, Local 1272, represents all certified staff, secretaries, and service workers in Cahokia Unit School District 187. As president of this union, I can attest that union leadership has been involved in the needs assessment and development of goals, objectives and strategies for a school improvement grant under Section 1003(g). The union recognizes the need for funding under the grant in order to provide adequate resources to aid and transform the school culture of Cahokia High School and to substantially raise the achievement of our students.

My members, including the staff of the three high school centers, are dedicated professionals who are committed to improving student outcomes. The union is working and will continue to work with the administration and Board of Education to develop and implement the state-mandated evaluation system for teachers that incorporates student growth as a significant factor, as described in Public Act 096-0861, Section 24A-7.

The union is also committed to working collaboratively with all stakeholders to implement the transformation reform intervention activities identified in the grant proposal. I will continue to work to communicate to my members the need and opportunity for comprehensive, job-embedded professional development. I will see that union leadership will continue to serve on school improvement committees and be involved in the gathering evaluation and effective use of data and research to drive the improvements that are necessary at Cahokia. The union recognizes that the chronic truancy rate and poor attendance are significant impediments to student learning. We must get students in the classrooms in order to learn and I will strive to motivate my members to engage in activities that promote this effort.

The Cahokia Federation of Teachers is a strong presence in our school district and as president, I am committed to achieving the goals and objectives identified in the grant proposal, both on an immediate and sustained basis.

Sincerely,

A handwritten signature in cursive script that reads "Jane A. Cohlmeier".

Jane A. Cohlmeier, President
Cahokia Federation of Teachers, Local 1272



1700 Jerome Lane
Cahokia, Illinois 62206
(618) 332-3700



Jana Bechtoldt
Superintendent

Arnett Harvey
Chief Financial Officer

Arthur S. Ryan
Director of Human
Resources

Debra Tippet
Director of Curriculum
& Instruction / Title I

Dennis Vandever
Director of Plant
Operations

Marion Wilson-
Brooks
Director of Special
Education

Vanessa Peterson
Secretary To The Board



Dear Illinois State Board of Education:

We are members of the School Improvement Grant Team of the Cahokia High School learning centers who have been actively engaged in the process of assessing the needs of the high school, determining the transformation intervention model, and developing the annual goals and supporting objectives identified in the grant proposal. We recognize the urgent need for radical improvement at the high school level in the areas of attendance, graduation rate and student achievement. Past efforts in the district have not been sufficient to bring about necessary changes, and major interventions must be implemented to meet the academic needs of the students.

The teaching staff is committed to learning and using the strategies to be gained by job-embedded professional development, including differentiated instruction and understanding the culture of the student population. We are looking forward to serving on committees to advance the goals and objectives of the grant, and to implementing classroom strategies to be more effective teachers. We will be involved in effectively using data and research to inform and implement a reformed comprehensive instructional program that is both vertically and State-standard aligned. The teaching staff is committed to adapting to the evaluation of progress toward achieving the annual goals, and to making such instructional and other modifications as are deemed necessary and prudent. The teaching staff agrees that student growth must be a significant factor in our evaluations. Further, we are committed to helping our fellow teachers improve their performance and professional practice. And we will work collaboratively with the additional support personnel such as reading and math specialists.

The Cahokia High School staff is excited about implementing the necessary reforms that will be made possible by this grant.

Sincerely,

(See attachment)

"A Historic Past . . . A Dynamic Future!"

School Improvement Grant Team

NAME	DEPARTMENT	CAMPUS	DATE
Beth Nalick	Spec Ed	CHS E	6/3/10
Tom Keel	Sp. Ed	CHSE	6/3/10
Annamary K	Math	CSC	6/3/10
Michelle Quinn	SPED	FA	6/3/10
Bill Chetty	SPED	CHS-M	6/3/10
Jane Caldwell	Eng/CFT 1272	CHS-M	6/3/10
Wendy Lockman	Eng/CFT 1272	CHS-M	6/3/10
Nicole Webb	English	CHS-M	6/3/10
Angie Lynn Carter	Math	CHS M	6/3/10
Jane Pepper	Math	CHS M	6/3/10

June 3, 2010

Dr. Pamela Manning
Superintendent
Cahokia Unit School District #187
1700 Jerome Lane
Cahokia, IL 62206

Dear Dr. Manning:

Thank you for the opportunity to submit a proposal to Cahokia Unit School District #187 to be a lead partner for school turnaround for Cahokia High School. For over 25 years, Learning Point Associates has been committed to providing expertise and resources in the areas of research, policy, practice, and evaluation in order to improve systems for all learners. We have deep experience in working with schools and districts to make dramatic gains in student achievement.

This letter serves as declaration of our intent to serve as a lead partner for Cahokia High School for the Illinois School Improvement grant commencing July 1, 2010. Learning Point Associates will provide direct services to the school, including guiding the school through implementation of key turnaround structures such as the school leadership team and professional learning communities, providing in-depth training and coaching for school leaders and teachers, and supporting the school in its community engagement approaches.

We look forward to working with you.

Sincerely,



Gina Burkhardt
CEO
Learning Point Associates
Gina.burkhardt@learningpt.org
Phone: 630-649-6508
Fax: 630-649-6700

Dear Illinois State Board of Education:

We are parents of current and former students at Cahokia High School. We are writing this letter to support the application of Cahokia School District #187 to be awarded a much-needed School Improvement Grant. This grant will provide the financial resources and roadmap for the high school to develop, put in place, monitor and improve on strategies and activities to increase student learning and performance. We have been involved in the process of formulating the goals, objectives and strategies of the district to increase student attendance, raise graduation rates and improve student outcomes. As parents with a big stake in the education of our children, we are committed to working with the district and engaging other families to help the high school in the efforts to be successful in changing the school culture and improving student outcomes.

Past efforts of the district to improve student academic performance at the high school have not been as successful as hoped. Significant and maybe even unpopular changes are necessary. It seems that now the Board of Education, administration, union, teaching and support staff, and parents are all ready to do everything necessary in a systematic and sustained effort to improve the education of the children in the district - even the students want to see big improvements and are ready to try new things. With the help of the district, we hope to start and maintain an active parents' group to become more involved in the education system, and to help other parents deal with the issues involved in helping high school students achieve academically. Improving attendance and being involved in the day-to-day schooling of our children is important for parents to do. We also want all parents to cooperate in providing information to the school and communicating regularly and effectively with the administration and staff.

The goals, objectives and strategies that are being presented in the grant proposal are a significant start in the need for radical improvements at the high school level. We look forward to working with everyone involved to make the efforts a rapid, ongoing and permanent success.

Sincerely,

Name: Rebecca S Carroll

Date: 8 June '10

Name: Debra Taylor

Date: 8 June 10

Name: Kimberly Snapp

Date: 8 June 10

Name: L...

Date: 1...

Name: [Signature]

Date: 8 June 10

Name: Bonnie Darius Johnson

Date: 8 June '10

Name: _____

Date: _____

June 14, 2010

The district is applying for this grant for only one school, Cahokia High School. The budget numbers for the district and the school are identical. The budget summary breakdowns are the same; therefore, we are only submitting attachment 11, 11A, 11B and attachment 16.

This question was asked during a conference call with Marci Johnson and we were instructed to submit the budget forms in this manner.

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 1 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2011 by ~~4~~% (24% to 28% Meets and Exceeds)

Objective #: <u>1</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Develop and implement a comprehensive assessment program for grades 9 through 12, which allows for on-going data analysis to monitor student progress and to provide academic interventions to students in a timely manner.	5% increase in post-test assessments	Testing data Student grades	May, 2011	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 2 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PS&E Reading score in 2011 by ~~4~~% (~~24~~% to 28% Meets and Exceeds)

Objective #: <u>2</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
To maximize student achievement, students must attend English classes daily, thus student attendance in grades 9-12 will be closely monitored with specific and rapid interventions when students are not in class.	Student attendance in grades 9-12 will increase from the 2009-10 school year by 3%.	Monitoring of weekly attendance figures.	May, 2011	<input checked="" type="checkbox"/> District
	5% increase on post-test assessments.	Testing data.	May, 2011	
	5% increase in the number of students passing English courses from the 2009-10 school year.	Quarterly student grades in English.	May, 2011	<input checked="" type="checkbox"/> School
				<input checked="" type="checkbox"/> Partner
				<input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 3 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PS&E Reading score in 2011 by ~~4~~ % (~~24~~ % to 28 % Meets and Exceeds)

Objective #: <u>3</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Develop and implement an intervention program for students who are not passing their English courses in grades 9-12 and/or do not meet the cut scores developed for the assessment program noted in Objective #1.	5% increase in the number of students passing English courses from the 2009-10 school year.	Quarterly student grades in English.	May, 2011	<input checked="" type="checkbox"/> District
	5% increase on post-test assessments.	Testing data.	May, 2011	<input checked="" type="checkbox"/> School
				<input checked="" type="checkbox"/> Partner
				<input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 4 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2011 by ~~4~~% (24% to 28% Meets and Exceeds)

Objective #: <u>4</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Provide time and assistance to English teachers for curriculum development to align instruction to the Career and College Readiness Standards and to provide sustained and on-going professional development, the necessary supplemental materials, and support to assist the English teachers in differentiating instruction and incorporating technology to meet the needs of all students.	<p>5% increase on post-test assessments.</p> <p>5% increase in the number of students passing English courses from the 2009-10 school year.</p>	<p>Testing data.</p> <p>Quarterly student grades in English.</p>	<p>May, 2011</p> <p>May, 2011</p>	<p><input checked="" type="checkbox"/> District</p> <p><input checked="" type="checkbox"/> School</p> <p><input checked="" type="checkbox"/> Partner</p> <p><input checked="" type="checkbox"/> Other</p>

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 5 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2011 by 3% (19% to ~~21~~%) Meets and Exceeds)

Objective #: <u>1</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Develop and implement an assessment program in Math for grades 9 through 12, which allows for on-going data analysis to monitor student progress and to provide academic interventions to students in a timely manner.	-3% increase on post-test assessments	Testing data. Student grades.	May, 2011	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 6 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2011 by 3% (19% to ~~22~~% Meets and Exceeds)

Objective #: <u>2</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
To add rigor to the Math program, course requirements will be restructured by eliminating Pre-Algebra at 9th grade except for special education students, and requiring Algebra 1 for the majority of 9th grade students.	3% increase in student scores on post-test assessments.	Testing data. Student grades.	August, 2010	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

ATTACHMENT 8

Page 7 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2011 by 3% (19% to ~~21~~2% Meets and Exceeds)

Objective #: <u>3</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
To maximize student achievement, students must attend Math classes daily, thus student attendance in grades 9-12 will be closely monitored with specific and rapid interventions when students are not in class.	Student attendance in grades 9-12 will increase from the 2009-10 school year by 3%.	Monitoring of weekly attendance figures.T	May, 2011	<input checked="" type="checkbox"/> District
	3% increase on post-test assessments.	Testing data.	May, 2011	<input checked="" type="checkbox"/> School
	3% increase in the number of students passing Math courses from the 2009-10 school year.	Quarterly student grades in Math.	May, 2011	<input checked="" type="checkbox"/> Partner
				<input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 8 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAE Math score in 2011 by 3% (19% to ~~21~~% Meets and Exceeds)

Objective #: <u>4</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Develop and implement an intervention program for students who are not passing their Math courses in grades 9-12 and/or do not meet the cut scores developed for the assessment program noted in Objective #1.	3% increase in the number of students passing Math courses from the 2009-10 school year.	Quarterly student grades in Math.	May, 2011	<input checked="" type="checkbox"/> District
	3% increase on post-test assessments.	Testing data.	May, 2011	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 9 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAE Math score in 2011 by 3% (19% to 21% Meets and Exceeds)

Objective #: <u>5</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Provide time and assistance to Math teachers for curriculum development to align instruction to the Career and College Readiness Standards and to provide sustained and on-going professional development, the necessary supplemental materials, and support to assist the Math teachers in differentiating instruction and incorporating technology to meet the needs of all students.	3% increase on post-test assessments. 3% increase in the number of students passing Math courses from the 2009-10 school year.	Testing data. Quarterly student grades in Math.	May, 2011 May, 2011	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 10 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAB Reading score in 2012 by 7% (28% to 35% Meets and Exceeds)

Objective #: <u>1</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Refine assessment program developed in the first year of the grant and implement a data system to assist in monitoring student progress and in identifying students in need of academic interventions in the area of English/Reading.	7% increase in post-test assessments	Testing data Student grades	May, 2012	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 11 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2012 by 7% (28% to 35% Meets and Exceeds)

Objective #: <u>2</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
The strategies used in year 1 to improve student attendance in English classes for grades 9-12 will be reviewed and revised as needed to deal with absenteeism.	Student attendance in grades 9-12 will increase from the 2010-11 school year by 5%.	Monitoring of weekly attendance figures.	May, 2012	<input checked="" type="checkbox"/> District
	7% increase in post-test assessments.	Testing data.	May, 2012	<input checked="" type="checkbox"/> School
	7% increase in the number of students passing Math courses from the 2010-11 school year.	Quarterly student grades in English.	May, 2012	<input checked="" type="checkbox"/> Partner
				<input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 12 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2012 by 7% (28% to 35% Meets and Exceeds)

Objective #: <u>3</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Implement intervention programs for students who are not passing or barely passing their English courses in grades 9-12 and/or do not meet the cut scores for the assessment program and to develop and implement enrichment programs to advance student learning.	7% increase in the number of students receiving a "C" or above in their English courses from the 2010-11 school year.	Quarterly student grades in English.	May, 2012	<input checked="" type="checkbox"/> District
	7% increase in post-test assessments.	Testing data.	May, 2012	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 13 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2012 by 7% (28% to 35% Meets and Exceeds)

Objective #: <u>4</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Provide time and assistance for English teachers to review curriculum, on-going professional development based on the NSDC survey from year 1, and additional collaboration time for data analysis, networking about student needs and instructional strategies.	7% increase in the number of students with grades of "C" or above in English courses from the 2010-11 school year.	Quarterly student grades in English.	May, 2012	<input checked="" type="checkbox"/> District
	7% increase on post-test assessments.	Testing data.	May, 2012	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 14 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2012 by 5% (21% to 26% Meets and Exceeds)

Objective #: <u>1</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Refine assessment program developed in the first year of the grant and implement a data system to assist in monitoring student progress and in identifying students in need of academic interventions in the area of Math.	5% increase on post-test assessments.	Testing data. Student grades.	May, 2012	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 15 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2012 by 5% (21% to 26% Meets and Exceeds)

Objective #: <u>2</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
The strategies used in year 1 to improve student attendance in Math classes for grades 9-12 will be reviewed and revised as needed to deal with absenteeism.	Student attendance in grades 9-12 will increase from the 2010-11 school year by 5%.	Monitoring of weekly attendance figures.	May, 2012	<input checked="" type="checkbox"/> District
	5% increase in post-test assessments.	Testing data.	May, 2012	<input checked="" type="checkbox"/> School
	5% increase in the number of students passing Math courses from the 2010-11 school year.	Quarterly student grades in Math.	May, 2012	<input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 16 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2012 by 5% (21% to 26% Meets and Exceeds)

Objective #: <u>3</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Implement intervention programs for students who are not passing or barely passing their Math courses in grades 9-12 and/or do not meet the cut scores for the assessment program and to develop and implement enrichment programs to advance student learning.	5% increase in the number of students receiving a "C" or above in their Math course from the 2010-11 school year.	Quarterly student grades in Math.	May, 2012	<input checked="" type="checkbox"/> District
	5% increase in post-test assessments.	Testing data.	May, 2012	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 17 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAE Math score in 2012 by 5% (21% to 26% Meets and Exceeds)

Objective #: <u>4</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Provide time and assistance for Math teachers to review curriculum, on-going professional development based on the NSDC survey from year 1, and additional collaboration time for data analysis, networking about student needs and instructional strategies.	5% increase in the number of students with grades of "C" or above in Math courses from the 2010-11 school year.	Quarterly student grades in Math.	May, 2012	<input checked="" type="checkbox"/> District
	5% increase on post-test assessments.	Testing data.	May, 2012	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 18 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2013 by 10% (35% to 45% Meets and Exceeds)

Objective #: <u>1</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Assessment program and data system will be in place to assist in monitoring student progress and in identifying students in need of academic interventions in the area of English/Reading.	10% increase in post-test assessments	Testing data Student grades	May, 2013	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

ATTACHMENT 8

Page 19 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAE English score in 2013 by 10% (35% to 45% Meets and Exceeds)

Objective #: <u>2</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Continue to review and revise strategies used to improve student attendance in English courses, grades 9-12.	<p>Student attendance in grades 9-12 will increase from the 2011-12 school year by 5%.</p> <p>10% increase in post-test assessments.</p>	<p>Monitoring of weekly attendance figures.</p> <p>Testing data.</p>	<p>May, 2013</p> <p>May, 2013</p>	<p><input checked="" type="checkbox"/> District</p> <p><input checked="" type="checkbox"/> School</p> <p><input checked="" type="checkbox"/> Partner</p> <p><input checked="" type="checkbox"/> Other</p>

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 20 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAE English score in 2013 by 10% (35% to 45% Meets and Exceeds)

Objective #: <u>3</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Continue intervention programs for students (grades 9-12) receiving a grade lower than a "C" in English or have been identified through the assessment program as being in need of assistance and to provide enrichment programs to advance student learning.	10% increase in the number of students receiving a "C" or above in their English courses from the 2011-12 school year.	Quarterly student grades in English.	May, 2013	<input checked="" type="checkbox"/> District
	10% increase in post-test assessments.	Testing data.	May, 2013	<input checked="" type="checkbox"/> School
	Increase graduation rate by 8%.	Monitoring student credits at semester.	May, 2013	<input checked="" type="checkbox"/> Partner
				<input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 21 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 1

Increase PSAT Reading score in 2013 by 10% (35% to 45% Meets and Exceeds)

Objective #: <u>4</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Provide time and assistance for English teachers to review curriculum, on-going professional development based on the NSDC survey from year 2, and additional collaboration time for data analysis, networking about student needs and instructional strategies.	10% increase in the number of students with grades of "C" or above in English courses from the 2011-12 school year.	Quarterly student grades in English.	May, 2013	<input checked="" type="checkbox"/> District
	10% increase on post-test assessments.	Testing data.	May, 2013	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 22 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2013 by 6% (26% to 32% Meets and Exceeds)

Objective #: <u>1</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Assessment program and data system will be in place to assist in monitoring student progress and in identifying students in need of academic interventions in the area of Math.	6% increase on post-test assessments.	Testing data. Student grades.	May, 2013	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 23 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAE Math score in 2013 by 6% (26% to 32% Meets and Exceeds)

Objective #: <u>2</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Continue to review and revise strategies used to improve student attendance in Math courses, grades 9-12.	Student attendance in grades 9-12 will increase from the 2011-12 school year by 5%.	Monitoring of weekly attendance figures.	May, 2013	<input checked="" type="checkbox"/> District
	6% increase in post-test assessments.	Testing data.	May, 2013	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

ATTACHMENT 8

Page 24 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAT Math score in 2013 by 6% (28% to 32% Meets and Exceeds)

Objective #: <u>3</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Continue intervention programs for students (grades 9-12) receiving a grade lower than a "C" in Math or have been identified through the assessment program as being in need of assistance and to provide enrichment programs to advance student learning.	6% increase in the number of students receiving a "C" or above in their Math courses from the 2011-12 school year.	Quarterly student grades in Math.	May, 2013	<input checked="" type="checkbox"/> District
	6% increase in post-test assessments.	Testing data.	May, 2013	<input checked="" type="checkbox"/> School
	Increase graduation rate by 8%.	Monitoring student credits at semester.	May, 2013	<input checked="" type="checkbox"/> Partner
				<input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

ATTACHMENT 8

Page 25 of 25

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #: 2

Increase PSAE Math score in 2013 by 6% (26% to 32% Meets and Exceeds)

Objective #: <u>4</u>	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Provide time and assistance for Math teachers to review curriculum, on-going professional development based on the NSDC survey from year 2, and additional collaboration time for data analysis, networking about student needs and instructional strategies.	6% increase in the number of students with grades of "C" or above in math courses from the 2011-12 school year.	Quarterly student grades in Math.	May, 2013	<input checked="" type="checkbox"/> District
	6% increase on post-test assessments.	Testing data.	May, 2013	<input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Strategies to Address Leading Indicators**

ATTACHMENT 9

Page 1 of 1

Directions: LEA should identify strategies to address each leading indicator. As strategies are developed there should be a connection to the LEA proposed activities in section II of the LEA Proposal Narrative Requirements Section of the RFP.

LEADING INDICATOR	2007-2008 LEA AVERAGE	2008 - 2009 LEA AVERAGE	BASELINE INFORMATION	STRATEGY FOR IMPROVEMENT
1. Number of minutes within the school year	67860	67860	Minimum minutes is determined by the state of Illinois any additional minutes is determined by the district.	Extended school day (Academic Lab)
2. Student participation rate on State assessments in reading/ language arts and mathematics, by student subgroup	98.8 all 98.6 black 100.0 Economically Disadvantaged	96.3 all 97.0 black 96.4 Economically Disadvantaged	Reported into Skyward (district database) and according to daily attendance of students in school each day during the testing period	Student Attendance
3. Dropout Rate	3.6	4.2	Generated in Skyward (state reports) and reported to the district at the end of each school year.	Student Attendance Academic Lab
4. Student Attendance Rate	82.6	82.3	Building secretary completes a monthly/quarterly report which is logged into Skyward (district database)	Home School Liaison
5. Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	84 72.5%	81 81.6%	High School Counselor and High School District Registrar	Realigning Curr. to provide more rigor
6. Discipline Incidents	7564	9737	SWIS Reports (School Wide Information System) for tracking student discipline referrals	Increase parental involvement Increase parent communication PBIS
7. Truants	20.3	29.4	Building secretary completes a monthly/quarterly report which is logged into Skyward. A report of unexcused absences is generated.	Home School Liaison Increase parental involvement Increase teacher/student connection
8. Distribution of teachers by performance level on an LEA's teacher evaluation system	87.28 excellent 12.72 satisfactory 0 unsatisfactory	86.39 excellent 12.93 satisfactory 0.68 unsatisfactory	Personnel Secretary	New evaluation tool connecting teacher performance with student growth
9. Teacher Attendance Rate	79%	75%	Personnel Secretary	New administrator will create a team which will impact school culture

SUSTAINABILITY PLAN

ATTACHMENT 10
Page 1 of 3

YEAR ONE – 2013-2014

Directions: Create a sustainability plan for each year. Please describe each strategy to sustain the implementation of the model selected. Address each area below on the three year timeline and beyond the life of the grant.

BUILDING LEADERSHIP CAPACITY	MONITORING OPERATIONAL EFFECTIVENESS	ALIGNING RESOURCES AND SUPPORT SYSTEMS	USING QUALITY DATA TO INFORM DECISION MAKING	RECRUITING, RETAINING, AND EVALUATING QUALITY TEACHERS AND ADMINISTRATORS
<p>The entire staff of Cahokia High School will continue to be involved in the school improvement process and the setting of goals and objectives for the school. The Leadership Team will continue to be the driving force for change.</p> <p>The district will promote autonomy to the leadership at the high school as it strives to meet the academic and financial challenges that it faces.</p>	<p>The Leadership Team, established during the grant period, with full support at the district level, will continue to monitor student progress, attendance, graduation rates, etc., to continue the progress made.</p>	<p>After the grant period, the district will realign Title funds to continue the needed support at the high school.</p> <p>The district Curriculum office will provide necessary support to make sure that the curriculum put in place for English and Math is continually reviewed, the necessary instructional materials are in place, and any additional professional development that is needed will be made available to the staff.</p>	<p>A comprehensive assessment program will be established during the 3 years of the grant. A data system for tracking student information and assessment data will also be in place. Administrators and staff will have been trained in data analysis. This entire process will continue in order to better meet the academic needs of all students and to improve state test scores, graduation rate, and to increase the number of students continuing their education after high school.</p>	<p>The district will continue its relationship with local universities (SIUE and McKendree) to recruit quality teachers and administrators for the district. SIUE and Cahokia presently have a partnership which impacts the district with student teachers, which allows the district to train and observe prospective applicants.</p> <p>A new teacher evaluation system will be in place which aligns teacher performance with student achievement.</p>

Additional Considerations:

SUSTAINABILITY PLAN

ATTACHMENT 10

Page 2 of 3

YEAR TWO – 2014-2015

Directions: Create a sustainability plan for each year. Please describe each strategy to sustain the implementation of the model selected. Address each area below on the three year timeline and beyond the life of the grant.

BUILDING LEADERSHIP CAPACITY	MONITORING OPERATIONAL EFFECTIVENESS	ALIGNING RESOURCES AND SUPPORT SYSTEMS	USING QUALITY DATA TO INFORM DECISION MAKING	RECRUITING, RETAINING, AND EVALUATING QUALITY TEACHERS AND ADMINISTRATORS
<p>The leadership team will continue to evolve and train new members to assist in the school improvement process at Cahokia High School.</p> <p>Administrators at the district level will assist and support the Leadership Team.</p>	<p>The Leadership Team with full support at the district level, will continue to monitor the academic progress of all students, attendance, graduation rate, etc.</p>	<p>The district will realign Title I and district funds to continue the needed support at the high school.</p> <p>The Curriculum office will continue to provide support with curriculum implementation, instructional supplies and professional development.</p>	<p>The assessment system in place will be reviewed and revised as needed to better meet the needs of all students. The data will be analyzed by teachers and administrators to provide the necessary academic interventions to students as needed.</p>	<p>The district will continue to recruit quality teachers and administrators from local universities.</p> <p>The teacher evaluation system will assist in the termination of staff unable to meet the needs of students.</p>

Additional Considerations:

SUSTAINABILITY PLAN

ATTACHMENT 10

Page 3 of 3

YEAR TWO – 2015-2016

Directions: Create a sustainability plan for each year. Please describe each strategy to sustain the implementation of the model selected. Address each area below on the three year timeline and beyond the life of the grant.

BUILDING LEADERSHIP CAPACITY	MONITORING OPERATIONAL EFFECTIVENESS	ALIGNING RESOURCES AND SUPPORT SYSTEMS	USING QUALITY DATA TO INFORM DECISION MAKING	RECRUITING, RETAINING, AND EVALUATING QUALITY TEACHERS AND ADMINISTRATORS
<p>The Leadership Team will continue to evolve and train new members to assist in the school improvement process at Cahokia High School.</p> <p>The School Board and district level Administrators will assist and support the Leadership Team.</p>	<p>The Leadership Team will continue to monitor the academic progress of all students, attendance, graduation rate, etc.</p>	<p>The district will support the school improvement process at the high school with Title and district funds.</p> <p>The Curriculum office will provide support with curriculum implementation, instructional supplies and professional development.</p>	<p>Student data will continue to be analyzed by teachers and administrators to provide the necessary academic and social interventions needed by students.</p>	<p>The district will continue to recruit quality teachers and administrators from local universities.</p> <p>The teacher evaluation system, which aligns teacher performance with student performance, will assure a quality education for all students.</p>

Additional Considerations:

ORIGINAL

☒ Initial Budget ☐ Amendment (No. _____) ☒ LEA Comprehensive Budget
☐ Revised Initial Budget ☐ ARRA ☐ Regular

FISCAL YEAR 11	SOURCE OF FUNDS CODE 4855	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26	SUBMISSION DATE 06/14/2010
DISTRICT NAME AND NUMBER Cahokia Unit School District 187			
CONTACT PERSON Debra Tippet		TELEPHONE NUMBER (Include Area Code) 618-332-4712	
E-MAIL ADDRESS tippetdj@stclair.k12.il.us		FAX NUMBER (Include Area Code) 618-332-3744	

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536

Project Budget Year 1: 2010-2011

ISBE USE ONLY	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
	BEGIN DATE	END DATE 06/30/2011

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT** (9) (Obj. 700s)	TOTAL (11)	PAYMENT SCHEDULE
1	1000	Instruction	293860	113379		200000	31450			638689	July-August 100000
2	2110	Attendance & Social Work Services	160000	30672	10000					200672	September 195000
7	2210	Improvement of Instruction Services	139757	35361	562049	150000				887167	October 197000
8	2220	Educational Media Services								0	November 197000
9	2230	Assessment & Testing	2625	1014						3639	December 250000
10	2300	General Administration	27918	5352						33270	January 121000
11	2400	School Administration								0	February 121000
13	2520	Fiscal Services*								0	March 250000
15	2540	Operation & Maintenance of Plant Services								0	April 222691
16	2550	Pupil Transportation Services								0	May 222000
17	2560	Food Services								0	June 50000
18	2570	Internal Services*								0	July-August TOTAL
20	2620	Planning, Research, Development & Evaluation Services								0	s 1925691
21	2630	Information Services								0	
22	2640	Staff Services								0	
23	2660	Data Processing Services*								0	
24	2900	Other Support Services	95434	36820						132254	
25	3000	Community Services				30000				30000	
26	4000	Payments to Other Districts or Government Units								0	
28	Total Direct Costs		719594	222598	572049	380000	31450	0	0	1925691	
30	TOTAL BUDGET									1925691	

* If expenditures are shown, the indirect costs rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

6/14/10
 Date _____ Original Signature of Superintendent or Administrator _____

_____ Date _____ Original Signature of ISBE Division Administrator, Innovation & Improvement

☒ Initial Budget ☐ Amendment (No. _____) ☒ LEA Comprehensive Budget
☐ Revised Initial Budget ☐ ARRA ☐ Regular

ORIGINAL

FISCAL YEAR 11	SOURCE OF FUNDS CODE 4855	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26	SUBMISSION DATE 06/14/2010
DISTRICT NAME AND NUMBER Cahokia Unit School District 187			
CONTACT PERSON Debra Tippett		TELEPHONE NUMBER (Include Area Code) 618-332-4712	
E-MAIL ADDRESS tippetdj@stclair.k12.il.us		FAX NUMBER (Include Area Code) 618-332-3744	

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

FY 2011 ARRA
School Improvement Grant - Section 1003(g)
Budget Summary and Payment Schedule
Use whole dollars only. OMIT COMMAS AND DECIMAL PLACES, e.g., 2536
Project Budget Year 2: 2011-2012

ATTACHMENT 11A

ISBE USE ONLY	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
	BEGIN DATE	END DATE 06/30/2012

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT** (9)	TOTAL (11)	PAYMENT SCHEDULE
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)		
1	1000	Instruction	302676	116781		150000	50000			619457	July-August
2	2110	Attendance & Social Work Services	164800	31592	10000					206392	100000
7	2210	Improvement of Instruction Services	142150	36423	432099	79882				690554	September
8	2220	Educational Media Services								0	195000
9	2230	Assessment & Testing	2703	1044	5050					8797	October
10	2300	General Administration	28756	5513						34269	197000
11	2400	School Administration								0	November
13	2520	Fiscal Services*								0	197000
15	2540	Operation & Maintenance of Plant Services								0	December
16	2550	Pupil Transportation Services								0	250000
17	2560	Food Services								0	January
18	2570	Internal Services*								0	121000
20	2620	Planning, Research, Development & Evaluation Services								0	February
21	2630	Information Services								0	121000
22	2640	Staff Services*								0	March
23	2660	Data Processing Services*			200000					200000	250000
24	2900	Other Support Services	98297	37925						136222	April
25	3000	Community Services				30000				30000	222691
26	4000	Payments to Other Districts or Government Units								0	May
28	Total Direct Costs		739382	229278	647149	259882	50000	0	0	1925691	222000
30	TOTAL BUDGET									1925691	June
											50000
											July-August
											TOTAL
											\$ 1925691

* If expenditures are shown, the indirect costs rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

6/14/10 *Dr. Tim Manning*
 Date Original Signature of Superintendent or Administrator Date Original Signature of ISBE Division Administrator, Innovation & Improvement

ORIGINAL

ATTACHMENT 11B

☒ Initial Budget ☐ Amendment (No. _____)
☐ Revised Initial Budget ☐ ARRA ☐ Regular

☒ LEA Comprehensive
 Budget

FISCAL YEAR 11	SOURCE OF FUNDS CODE 4855	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26	SUBMISSION DATE 06/14/2010
DISTRICT NAME AND NUMBER Cahokia Unit School District 187			
CONTACT PERSON Debra Tippet		TELEPHONE NUMBER (Include Area Code) 618-332-4712	
E-MAIL ADDRESS tippetdj@stclair.k12.il.us		FAX NUMBER (Include Area Code) 618-332-3744	

ILLINOIS STATE BOARD OF EDUCATION
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

**FY 2011 ARRA
 School Improvement Grant - Section 1003(g)
 Budget Summary and Payment Schedule**
*Use whole dollars only. OMIT COMMAS AND DECIMAL
 PLACES, e.g., 2536*

Project Budget Year 3: 2012-2013

ISBE USE ONLY	PROGRAM APPROVAL DATE AND INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
	BEGIN DATE	END DATE 06/30/2013

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT** (9)	TOTAL (11)	PAYMENT SCHEDULE
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)		
1	1000	Instruction	311756	120465		150000	50000			632221	July-August
2	2110	Attendance & Social Work Services	169744	32540	5000					207284	100000
7	2210	Improvement of Instruction Services	144612	37516	359899	79644				621671	September
8	2220	Educational Media Services								0	195000
9	2230	Assessment & Testing	2784	1075	5050					8909	October
10	2300	General Administration	29619	5678						35297	197000
11	2400	School Administration								0	November
13	2520	Fiscal Services*								0	December
15	2540	Operation & Maintenance of Plant Services								0	250000
16	2550	Pupil Transportation Services								0	January
17	2560	Food Services								0	121000
18	2570	Internal Services*								0	February
20	2620	Planning, Research, Development & Evaluation Services								0	121000
21	2630	Information Services			250000					250000	March
22	2640	Staff Services*								0	250000
23	2660	Data Processing Services*								0	April
24	2900	Other Support Services	101246	39063						140309	222691
25	3000	Community Services				30000				30000	May
26	4000	Payments to Other Districts or Government Units								0	222000
28	Total Direct Costs		759761	236337	619949	259644	50000	0	0	1925691	June
30	TOTAL BUDGET									1925691	50000
											July-August
											TOTAL
											\$ 1925691

* If expenditures are shown, the indirect costs rate cannot be used.

** Not applicable to all grants, and in no instances can Capital Outlay and Non-Capitalized Equipment or Facilities Acquisition & Construction Services be included in the indirect costs application.

4/14/10
 Date

Dr. Kim Manning
 Original Signature of Superintendent or Administrator

Date

Original Signature of ISBE Division Administrator, Innovation & Improvement

☒ Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

Page 1 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
1000	Hourly wages for teachers to teach Academic Lab courses after school (4 staff / day for 2 hrs / day for 120 days @ \$25 / hr= \$24,000)	24,000							
1000	Benefits for hourly wages for teachers to teach Academic Lab courses after school (4 staff / day for 2 hrs / day for 120 days @ \$25 / hr) TRS (.098901) = \$2374; Fed TRS (.2512) = \$6029; 2.2 TRS (.0058) = \$140; THIS TRS (.0154) = \$370; Medicare (.0145) = \$348 Total = \$9261		9,261						
1000	Instructional Supplies				200,000				
2110	Mileage for Home School Liaisons			10,000					
1000	Wages for substitutes to cover classes for observation of modeling, professional development workshops, collaboration, and observation. (\$70 / day for 4 days for 15 English teachers = \$4200) - Janet Allen (\$70 / day for 4 days for 15 Math teachers = \$4200) - Randy and Sue Pippens (\$70 / day for 20 days for 5 teachers to attend School Leadership Team meetings = \$7000) (\$70 / day for 8 days for 6 teachers to attend English / Math training = \$3360) (\$70 / day for 8 days for 30 teachers to attend English / Math training = \$16,800) (\$70 / day for 3 days for 30 teachers to attend half day workshops on instructional needs = \$6300)	41,860							

☒ Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

Page 2 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
1000	Benefits for substitutes to cover classes for observation of modeling, professional development workshops, collaboration, and observation. TRS (.098901) = \$4140; Fed TRS (.2512) = \$10515; 2.2 TRS (.0058) = \$243; THIS TRS (.0154) = \$645; Medicare (.0145) = \$608 Total = \$16,150		16,150						
1000	Stipends for teachers to attend after school collaboration meetings (1 meeting per month Sept. - May, no Dec.) 8 meetings for 2 hrs / meeting @ \$25 / hr for 30 teachers = \$12,000	12,000							
1000	Benefits for teachers to attend after school collaboration meetings (1 meeting per month Sept. - May, no Dec.) 8 meetings for 2 hrs / meeting @ \$25 / hr for 30 teachers TRS (.098901) = \$1187; Fed TRS (.2512) = \$3014; 2.2 TRS (.0058) = \$70; THIS TRS (.0154) = \$185; Medicare (.0145) = \$174 Total = \$4630		4,630						
2210	Travel for a Team of 18-20 to attend the Illinois Coalition of High Schools in Bloomington, IL (\$10000); Team of 5 to attend NCLB in Chicago, IL (\$5000); PBIS Conferences for Internal Coaches (\$5000)			25,000					
2330	Home School Liaison Attendance Clerical Assistant (Class 3, 10 month)	27,918							
2330	Benefits for Home School Liaison Attendance Clerical Assistant (Class 3, 10 month) FICA (.0620) = \$1731; IMRF (.1152) = \$3216; Medicare (.0145) = \$405; Total = \$5352		5,352						

☒ Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

Page 3 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
1000	Math Teaching Assistants (2 at Freshmen Academy, 2 at Cahokia High School East, 2 at Cahokia High School Main) 6 assistants @ \$100 / day for 180 days	108,000							
1000	Benefits for Math Teaching Assistants (2 at Freshmen Academy, 2 at Cahokia High School East, 2 at Cahokia High School Main) 6 assistants @ \$100 / day for 180 days TRS (.098901) = \$10682; TRS Health (.0154) = \$1664; TRS 2.2 (.0058) = \$627; Fed TRS (.2512) = \$27130; Medicare (.0145) = \$1566 Total = \$41669		41,669						
1000	Literacy Teaching Assistants (2 at Freshmen Academy, 2 at Cahokia High School east, 2 at Cahokia High School Main) 6 assistants @ \$100 / day for 180 days	108,000							
1000	Benefits for Literacy Teaching Assistants (2 at Freshmen Academy, 2 at Cahokia High School East, 2 at Cahokia High School Main) 6 assistants @ \$100 / day for 180 days TRS (.098901) = \$10682; TRS Health (.0154) = \$1664; TRS 2.2 (.0058) = \$627; Fed TRS (.2512) = \$27130; Medicare (.0145) = \$1566; Total = \$41,669		41,669						
2230	Hourly wages for staff to score and enter STEEP results for three benchmark periods (35 hours / benchmarks @ \$25 / hr for 3 benchmarks = \$2625)	2,625							

☒ Individual School Budget

FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN

Page 4 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
2230	Benefits for hourly wages for teachers to score and enter STEEP results for three benchmarks periods (35 hours / benchmark @ \$25 / hr for 3 benchmarks = \$2625) TRS (.098901) = \$260; Fed TRS (.2512) = \$660; 2.2 TRS (.0058) = \$15; THIS TRS (.0154) = \$41; Medicare (.0145) = \$38; Total = \$1014		1,014						
1000	Computer Lab (30 computers @ \$850 / unit = \$25,500) Lab located at Cahokia High School East; 4 Laptops for Home School Liaisons @ \$850 ea = \$3400; 1 Laptop for Home School Liaison Clerical Assistant @ \$850; 1 laptop for Transformational Coach @ \$850; i laptop for Academic Lab Coordinator @ \$850; Total = \$31450					31,450			
2110	Home School Liaisons (1 at 9th grade, 1 at 10th grade, 1 at 11th grade, 1 at 12th grade) 4 @ \$40,000 each = \$160,000	160,000							
2110	Benefits for Home School Liaisons (1 at 9th grade, 1 at 10th grade, 1 at 11th grade, 1 at 12th grade) 4 @ \$40,000 each = \$160,000 FICA (.0620) = \$9920 IMRF (.1152) = \$18432 Medicare (.0145) = \$2320 Total = \$30672		30,672						
2900	Hourly wages for Afterschool Coordinator to oversee Academic Lab Program, scheduling, and intervention fidelity (4 hours / week @ \$25 / hour for 30 weeks = \$3000)	3,000							
2900	Benefits for Afterschool Coordinator to oversee Academic Lab Program, scheduling, and intervention fidelity (4 hours / week @ \$25 / hour for 30 weeks = \$3000) TRS (.098901) = \$297; Fed TRS (.2512) = \$754; 2.2 TRS (.0058) = \$17; THIS TRS (.0154) = \$46; Medicare (.0145) = \$44 Total = \$1158		1,158						

☒ Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

Page 5 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
2210	Janet Allen professional development on Literacy and Vocabulary Development; English Curriculum Alignment and Training 4 days @ \$5000 / day = \$20000			20,000					
2210	Randy and Sue Pippens professional development on mathematics strategies 4 days @ \$1800 / day = \$7200			7,200					
2210	Instructional Coach 120 days @ \$500 / day = \$60000	60,000							
2210	Benefits for Instructional Coach 120 days @ \$500 / day = \$60000 Medicare (.0145) = \$870; FICA (.0620) = \$3720; Total = \$4590		4,590						
2210	External Evaluator			65,000					
2210	Lead Partner - Learning Point Associates			439,400					
2210	Professional Development Supplies				150,000				
2210	NSDC Professional Development Online Survey yearly subscription for pre and post testing of Professional Development quality and need at school			200					
2210	Instructional Technologist (10 month, step 10 w/ Master's Degree)	66,757							
2210	Benefits for Instructional Technologist (10 month, step 10 w/ Master's Degree) TRS (.098901) = \$6602; Fed TRS (.2512) = \$16770; 2.2 TRS (.0058) = \$387; THIS TRS (.0154) = \$1028; Medicare (.0145) = \$968 Total = \$25,755		25,755						

☒ Individual School Budget

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN**

Page 6 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY ** (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT ** (9) (Obj. 700s)	TOTAL (11)
2210	National Staff Development Council Organizational Membership Fee			199					
2210	Stipends for 5 teachers to attend a 2-day School Leadership Team Summer Academy presented by Lead Partner, Learning Point Associates (2 days @ \$100 / day for 5 teachers = \$1000)	1,000							
2210	Benefits for 5 teachers to attend a 2-day School Leadership Team Summer Academy presented by Lead Partner, Learning Point Associates (2 days @ \$100 / day for 5 teachers = \$1000) TRS (.098901) = \$99; Fed TRS (.2512) = \$251; 2.2 TRS (.0058) = \$6; THIS TRS (.0154) = \$15; Medicare (.0145) = \$14; Total = \$385		385						
2210	Stipends for teachers to attend a 2-day workshop on implementation of transformation process, professional learning community approach and instructional strategies (50 teachers @ \$100 / day for 2 days = \$10,000)	10,000							
2210	Benefits for stipends for teachers to attend a 2-day workshop on implementation of transformation process, professional learning community approach, and instructional strategies (50 teachers @ \$100 / day for 2 days = \$10000) TRS (.098901) = \$990; Fed TRS (.2512) = \$2512; TRS (.0058) = \$58; THIS TRS (.0154) = \$154; Medicare (.0145) = \$145; Total = \$3859		3,859						

☒ Individual School Budget

FY 2011 ARRA School Improvement Grant - Section 1003(g)
DETAILED BUDGET SUMMARY BREAKDOWN

Page 7 of 7

SCHOOL NAME Cahokia High School	DISTRICT NAME AND NUMBER Cahokia Unit School District 187	REGION, COUNTY, DISTRICT, TYPE CODE 50-082-1870-26
------------------------------------	--	---

Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy and Fiscal Requirements and Procedures" handbook that can be accessed at <http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf>. Obligations of funds based on this budget request cannot begin prior to July 1, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES AND MATERIALS (6)	CAPITAL OUTLAY ** (7)	OTHER OBJECTS (8)	NON-CAPITALIZED EQUIPMENT ** (9)	TOTAL (11)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	
2900	Transformational Coach / Coordinator (Level One, 11 months)	92,434							
2900	Benefits for Transformational Coach / Coordinator (Level One, 11 months) TRS (.098901) = \$9142; Fed TRS (.2512) = \$23220; 2.2 TRS (.0058) = \$536; THIS TRS (.0154) = \$1423; Medicare (.0145) = \$1341; Total = \$35662		35,662						
2210	Stipends for 5 teachers to attend a 4-day School Leadership Team Training with Lead Partner, Learning Point Associates (4 days @ \$100 / day for 5 teachers = \$2000)	2,000							
2210	Benefits for 5 teachers to attend a 4-day School Leadership Team Training with Lead partner, Learning Point Associates (4 days @ \$100 / day for 5 teachers = \$2000) TRS (.098901) = \$198; Fed TRS (.2512) = \$502; 2.2 TRS (.0058) = \$12; THIS TRS (.0154) = \$31; Medicare (.0145) = \$29; Total = \$772		772						
2230	Subscription to ISTEOP for 9th-12th grade students for Reading and Math, Progress Monitoring, and assessment (\$4.50 / student for 1050 students = \$4725)			4,725					
2230	STEOP Processing and Set Up Fee for subscription to collect data on success of extended learning program			325					
3000	Parent Involvement Supplies				30,000				