

Overview

Program:	School Improvement Grants (SIG) under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) are made available to state education agencies to provide subgrants to local education agencies for use in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.
Purpose:	To provide services to eligible school districts for intensive assistance to schools identified as in need of improvement under section 1116 of the No Child Left Behind (NCLB) reauthorization.
Program Type:	Continuation of a federal competitive grant
Funding:	Allocations are preliminary, and payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
Legislation and Rules:	Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, Section 1003(g) Federal Register - 2010 Federal Register - 2015
Resources:	U.S.D.E. Guidance for the School Improvement Grant - February 2011 U.S.D.E. Guidance for the School Improvement Grant - March 2015
Background:	Program Specifications
Application Due Date:	June 30, 2015, if a July 1 start date is required
Amendment Due Date:	Prior to obligation of funds and no later than 30 calendar days prior to program end date.
Grant Period:	July 1, 2015 to June 30, 2016
Expenditure Reports:	Cumulative expenditure reports quarterly and a final completion report

Program Contact Person

Last Name*	First Name*	Middle Initial	Title *
<input type="text" value="Mohip"/>	<input type="text" value="Krish"/>	<input type="text"/>	<input type="text" value="Mr."/> ▾

Position Title *

Address 1*

Address 2

City*	State*	Zip +4 *
<input type="text" value="Chicago"/>	<input type="text" value="IL"/>	<input type="text" value="60603"/> <input type="text" value="4016"/>

Phone*	Extension Fax
<input type="text" value="773"/> <input type="text" value="553"/> <input type="text" value="3515"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

NCES # *

Summer Phone	Extension Email
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text" value="ksmohip@cps.edu"/>

Check here to have all IWAS notices sent ONLY to the district administrator. Unless checked, all IWAS notices will be distributed to all the LEA personnel whose name(s) appear on the Application History page.

Activity Period:

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

Grant Period:

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

End Date:

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

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The principal of Hirsch Metropolitan High School resigned June 2015. In the absence of an assigned interim principal, the contact listed in the "principal" space of the "School 1 Information" tab is Lanada Avinger. Ms. Avinger is budgeted to Hirsch's SIG budget as Assistant Principal. Goal 1 Reading, Goal Statement for Elementary Schools: Schools will demonstrate annual 10% reduction in the percent of students performing below national 50th percentile RIT score in Reading overall, by grade level cohort, and by subgroups: English Language Learners (ELL), Students with Disabilities (SwD), Social Economic Status (SES) on the Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP). Goal 2 Math, Goal Statement for Elementary Schools: Schools will demonstrate annual 10% reduction in the percent of students performing below national 50th percentile RIT score in Math overall, by grade level cohort, and by subgroups: English Language Learners (ELL), Students with Disabilities (SwD), Social Economic Status (SES) on the Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP).

*Required field

The Federal Funding Accountability and Transparency Act (P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010.

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

Example of project description:

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

Project Description (do not use the & symbol):

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School Improvement Grants assist the lowest performing schools in implementing drastic intervention models in order to substantially raise the achievement of their students.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

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

Agency's Annual Gross Revenues*:

- Yes No In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;
- AND**
- (b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

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

* Required field
v2.28.14

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

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

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The Office of Strategic School Support Services (OS4) worked aggressively to assist schools in reaching the goals of their schools as outlined in their SIG applications. The Cohort 5 schools performed accordingly overall in the key LEA Goals: Marshall HS 11% increase Freshman on Track (it will be 15% increase if my appeal is upheld) 13% increase with end of the year graduation rates 6% increase in Attendance rate Marshall also saw positives with 3.3 million dollars in Scholarship Money, Bill and Melinda Gates Scholarship Recipient (ten years of college paid in full plus travel), 97% of seniors received scholarship money, 100% FASFA accepted, 100% seniors college acceptance, Based on our calculation we have growth on EPAS assessments, 57% decrease in incidences of violence, 5 essentials went from all (Not Yet Organized) to (Organized), Two AP classes this year - the school has not have any AP classes in 4 years. Hirsch HS saw an increase in attendance from 2014 to 2015 by 5.9, but unfortunately the attendance and on-track decreased. We are aware of the challenges and have replaced the LPP and Principal, as well as the schools is receiving intensive supports from OS4 to ensure it gets on a path to achievement. Burke, Holmes and Mann has shown the estimated progress below. Burke and Mann both use NWEA's MAP assessment as their primary formative assessment, and for district accountability purposes. Burke elementary students solidly beat expectations in Spring '14 - Spring '15 NWEA growth in both Reading and Math. Reading % Making Expected Growth 58% and Magnitude of Growth 1.16. Math % Making Expected Growth 57% and Magnitude of Growth 1.23. Furthermore, there were substantive increases in the number of students at grade level between Spring of '14 and Spring of '15 in both reading and math. Reading from 20% to 25% and Math from 17% to 29%. Finally, the Diverse Learners at Burke showed profoundly strong growth in SY15: Reading % Making Expected Growth 62% and Magnitude of Growth 1.5. Math % Making Expected Growth 80% and Magnitude of Growth 2.81. In sum, Burke's students showed solid to excellent growth across all NWEA metrics, with the least-advantaged students profoundly beating expected growth. Burke, despite strong assessment performance in SY15, showed much softer student attendance. This should be a focus area in SY16, when strong gains here should be feasible. 2013-2014 - 92.0% and 2014-2015 - 92.2%. On the surface, Burke's discipline numbers held steady. However, this must be understood in the context of Burke's increased enrollment: Burke's 20th-day membership in SY15 was 442 in contrast to 20th day membership of 369 in SY14 - a 20% increase. Under this context, Burke had an effective 20% decrease in out of school suspension during SY15. Furthermore, Burke has instituted much finer granularity infraction tracking, and increased the consumption and analysis of that data towards the goal of improved behavioral intervention. This push should result in further improvements in the culture and climate of Burke in SY16. Mann's strategic instructional goals included a strong emphasis on literacy instruction during SY15, and Mann's Students' NWEA performance reflects this, with solid results in Reading, but room for immediate improvement during SY16 in Math. Reading % Making Expected Growth 57% and Magnitude of Growth 1.05 Math % Making Expected Growth 42% and Magnitude of Growth 0.71 While students' magnitude of growth was quite low for Math in SY15, student attainment does not reflect this loss, potentially indicating localized losses rather than broad based ones across the student population. Reading 28% to 33% and Math 22%-21%. While students' magnitude of growth was quite low for Math in SY15, student attainment does not reflect this loss, potentially indicating localized losses rather than broad based ones across the student population. Spring '14 to Spring '15 - Reading 28% to 33% and Math 22% to 21%. Mann's attendance showed strong growth in SY15, and is reaching the point where additional interventions will yield strongly diminishing returns. 2013-2014 - 94.1 % and 2014-2015 - 96.3% and 2013-2014 - 92.0% and 2014-2015 - 92.2%. Mann's attendance showed strong growth in SY15, and is reaching the point where additional interventions will yield strongly diminishing returns. Burke, despite strong assessment performance in SY15, showed much softer student attendance. This should be a focus area in SY16, when strong gains here should be feasible. Mann showed a marked increase in the use of professional assistance with behavioral issues, corresponding to a similar decrease in the use of Out of School Suspension as a response to behavioral infractions. This should bear continuing fruits in increasing student engagement with the educational process. Holmes 2014-2015, Attendance 93.7% (Increase from previous year) NWEA Reading Attainment 3-8 about 35% (up from last year) NWEA Math Attainment 3-8 23.3% (up from last year) On-Track at week 40 - 38% Suspensions 33 total for year (decrease from previous year). Additionally, Holmes saw the following improvements. Increase in parent participation and involvement. Additional external partnerships established. Completed Phase 1 of MTSS Plan. Implementation of Saturday Program. 11 teachers qualified to receive an incentive based on one or more of the criteria outlined in incentivization plan. Extended instructional day for grades K-8 three times per week. Supported early learners with literacy intervention. Increased technological capacity and technology integration. Job embedded professional development in core instruction and technology. Implemented live coaching model. Instituted attendance incentive plan. Increased communication via school newsletter and school wide parent mailers

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

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Marshall High School and Holmes Elementary Schools changed Lead Partner Providers for SY15-16. In support of this change and overall staff structural changes, CPS and its OS4 has a more rigorous approach to monitoring and supporting school improvement interventions with the LPP that includes a three-pronged approach: 1) diagnosis, 2) intervention, and 3) continuous monitoring. We have aligned the school and LPP work to all of the ISBE 14 required key components, the 18 metrics, the District's CIWP and SQRP and developed a quarterly monitoring system and 5 week dashboard to monitor progress, outcomes and make timely adjustments as needed.

* Required Fields

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

Goal Example --

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

Goal Statement

([count] of 500 maximum characters used)

High School and Elementary: Increase Student Achievement in Reading: Over the three years of full implementation and the final year of sustainability, awarded schools will close the achievement gap by 10% annually for the number of students not meeting proficiency benchmarks, as measured annually by district-administered assessments (e.g., PARCC and ACT/other college readiness assessment), overall, by grade level cohort, and by subgroup.

Objective

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

([count] of 1000 maximum characters used)

High School1.1: Implement a coherent literacy instructional program in which the ELA Common Core State Standards, curriculum, assessments, and instructional strategies are aligned to English Language Arts and across all content areas.1.2: Develop and implement a comprehensive professional development model designed to provide teachers an in-depth understanding of the ELA Common Core State Standards1.3: Develop and implement a multi-tiered system of supports that integrates academic and behavior instruction and intervention into one system to support all students in meeting the ELA learning expectations1.4: Institute a systematic process for identifying and providing structured literacy intervention and support for at-risk 9th grade students.1.5: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

High School1.2.1: 10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by...1.2.2: Increased % of literacy activity observed in instructional rounds and coaching sessions1.3.1: 10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by...1.3.2: Increase proper pacing and completion of identified students on supplemental programs1.4.1: 10% annual reduction in 9th grade students off-track1.4.2: Increase instructional time on task for identified students1.4.3: Increase proper pacing and completion of identified students on supplemental programs1.5.1: 10% annual reduction in the number of students not meeting proficiency benchmarks...1.5.2: 10% annual reduction in off-track rate for all students1.5.3: Increased %of time on data inquiry and analysis

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

1.2.1: 10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by district-administered assessments (e.g., PARCC and ACT)Evidence of Improvement1.2.2: Whole-year professional development plan1.3.1: 10% annual reduction in the number of students not meeting proficiency benchmarks...1.3.2: Progress monitoring of supplemental programs1.4.1: 10% annual reduction in 9th grade students off-track1.4.2: Programmatic evidence of increased instructional time1.4.3: Progress monitoring of supplemental programs1.5.1: 10% annual reduction in the number of students not meeting proficiency benchmarks...1.5.2: 10% annual reduction in off-track rate for all students1.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas, minutes, and action items

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

Objective

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

([count] of 1000 maximum characters used)

ELEMENTARY-Reading1.1 Implement coherent literacy program in which the ELA CCSS, curriculum, assessments, and instructional strategies are aligned to English Language Arts and across all content areas.1.2 Develop and implement a comprehensive professional development model designed to provide teachers an in-depth understanding of the ELA Common Core State Standards1.3 Institute a systematic process for identifying and providing structured literacy intervention and support for all at-risk students.1.4 Institute a systematic process for identifying and providing structured literacy intervention and support for all at-risk students.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

ELEMENTARY-Reading10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by district-

administered assessments (e.g., PARCC and NWEA)Increased % of literacy activity observed in instructional rounds and coaching sessions10% reduction in # of students not meeting proficiency benchmarks, as measured by...Increase proper pacing and completion of identified students on supplemental programs10% reduction in # not meeting benchmarks

Evidence of Improvement or Progress

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

ELEMENTARY-Reading10% annual reduction in the number of students not meeting proficiency benchmarks, as measured by district-administered assessments (e.g., PARCC and NWEA)10% reduction in # of students not meeting proficiency benchmarksWhole-year professional development plan10% reduction in # of students not meeting proficiency benchmarksProgress monitoring of supplemental programs

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

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

Goal Example --

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

Goal Statement

([count] of 500 maximum characters used)

High School and Elementary: Increase Student Achievement in Mathematics: Over the three years of full implementation and the final year of sustainability, awarded schools will close the achievement gap by 10% annually for the number of students not meeting proficiency benchmarks, as measured annually by district-administered assessments (e.g., PARCC and ACT), overall, by grade level cohort, and by subgroup.

Objective

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

([count] of 1000 maximum characters used)

2.1: Implement a coherent math instructional program in which Math CCSS, curriculum, assessments, and instructional strategies align and guide the core work of instruction and learning
2.2: Develop and implement a comprehensive professional development program designed to support teachers in developing in-depth understanding of Math CCSS, content and pedagogical content knowledge required to improve instructional practice and student achievement
2.3: Develop and implement MTSS framework that integrates academic and behavior instruction and intervention into a single system to support students in meeting the math learning expectations defined by the Math CCSS
2.4: Institute a systematic process for identifying and providing structured Mathematics intervention and support for at risk 9th grade students
2.5: Institute a systematic process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

2.1.1: 10% reduction in # of students not meeting proficiency benchmarks, as measured by district-administered assessments...
2.2.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
2.2.2: Increased % of literacy activity observed in instructional rounds and coaching sessions
2.3.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
2.3.2: Increase pacing and completion of identified students in supplemental programs
2.4.1: 10% reduction in 9th grade off-track
2.4.2: Increase instructional time on task for identified students
2.4.3: Increase proper pacing and completion of identified students on supplemental programs
2.5.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
2.5.2: 10% reduction in off-track rate

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

2.2.1: 10% reduction in students not meeting proficiency benchmarks, as measured by district assessments...
2.2.2: Whole-year professional development plan
2.3.1: 10% reduction in # of students not meeting proficiency benchmarks, as measured by district assessments...
2.3.2: Progress monitoring of supplemental programs
2.4.1: 10% reduction in 9th grade students off-track
2.4.2: Programmatic evidence of increased instructional time
2.4.3: Progress monitoring of supplemental programs
2.5.1: 10% reduction in the number of students not meeting proficiency benchmarks, as measured by district assessments...
2.5.2: 10% reduction in off-track rate for all students
2.5.3: Grade-level and content-level team meeting artifacts, including, but not limited to, agendas, minutes, and action items

Target Date of Completion

06/30/16 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

Objective

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

([count] of 1000 maximum characters used)

ELEMENTARY
Implement a coherent math program in which the Math CCSS curriculum, assessments, and instructional strategies are aligned and guide the work of instruction and learning.
Develop/implement PD program to support teachers in understanding of Math CCSS and pedagogical content required to improve practice/achievement in Math
Institute a systematic process for identifying and providing structured Mathematics intervention and support for all at risk students.
Institute process for reviewing and using quantitative and qualitative data to inform decisions regarding teacher instructional practice and student learning needs.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

ELEMENTARY
10% annual reduction in the number of students not meeting proficiency benchmarks
10% annual reduction in the

number of students not meeting proficiency benchmarksIncreased percentage of literacy activity observed in instructional rounds and coaching sessions10% annual reduction in the number of students not meeting proficiency benchmarksIncrease proper pacing and completion of identified students on supplemental programs 10% reduction in # of not meeting proficiency benchmarks10% annual reduction in off-track rate Increased % of time on data inquiry, quality of data analysis taking place during planning time

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

ELEMENTARY10% annual reduction in the number of students not meeting proficiency benchmarks10% reduction in # of students not meeting proficiency benchmarks, as measured by district-administered assessments...Whole-year professional development plan1 0% annual reduction in number of students not meeting proficiency benchmarksProgress monitoring of supplemental programs10% reduction in # of not meeting proficiency benchmarks10% annual reduction in off-track rate Grade/content-level meeting artifacts, including agendas, minutes, and action items

Target Date of Completion

06/30/16 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

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

Goal Example --

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

Goal Statement

([count] of 500 maximum characters used)

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

Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts. ([count] of 1000 maximum characters used)

3.1: Increase opportunities, participation levels, and success rates in higher-level coursework for 9-12 grade students
3.2.1: Develop systems to monitor if students are on track for graduation and provide academic and/or social/emotional interventions
3.3: Establish credit recovery opportunities
3.4: Build academic culture that fosters and promotes college and career readiness
3.5: Expand alternative learning opportunities for at risk students

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

3.1.1: Increase # of higher-level courses 3.1.2: Increase enrollment in higher-level courses
3.1.3: Increase % of all w/3.00+ GPA in higher-level courses
3.1.4: Increase % of all scoring 3+ on AP test
3.1.5: Increase % of IB certifications completed
3.1.6: Increase % of Dual Enrollment completed
3.2.1: Reduce by 10% # of all not meeting proficiency benchmarks
3.2.2: Reduce by 10% off-track
3.2.3: Increase % of time on data inquiry and data analysis during planning
3.3.1: Reduce drop-out
3.3.2: Increase 5yr graduation
3.3.3: Reduce by 10% off-track
3.4.1: Set comprehensive 9-12 college preparation/readiness plan
3.4.2: 100% of 12th gr completes 3+ college apps
3.4.3: 90% of eligible 12th graders complete FAFSA
3.4.4: 100% of 12th gr w/post-secondary plan
3.4.5: 3% increase in college enrollment
3.5.1: Reduce by 3% 1yr drop-out
3.5.2: Increase PASS/external partner graduation
3.5.3: Increase 5yr graduation
3.5.4: Reduce by 10% off-track

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

3.1.1: Schedule of higher-level courses
3.1.2: Yr-to-Yr enrollment #s in higher-level courses
3.1.3: Yr-to-Yr enrollment % of all w/3.00+GPA in higher-level courses
3.1.4: Yr-to-Yr comparison of all scoring 3+ on AP test
3.1.5: Yr-to-Yr of completed IB certifications
3.1.6: Semester-to-semester/yr-to-yr comparison of Dual Enrollment completed
3.2.1: Reduce by 10% # not meeting benchmarks
3.2.2: Reduce by 10% off-track
3.2.3: Grade/content level mtg agendas, mins, action items
3.3.1: Reduce by 10% # not meeting benchmarks
3.3.2: Reduce by 10% off-track
3.3.3: Grade/content level mtg agendas, mins, action items
3.3.1: Dashboard
3.3.2: Dashboard
3.3.3: Reduce by 10% off-track
3.4.1: School college readiness plan
3.4.2: Postsecondary tracking
3.4.3: Chooseyourfuture.com report
3.4.4: Complete ILPs
3.4.5: National Clearinghouse report
3.5.1: Dashboard
3.5.2: PASS and external partner completion/success report
3.5.3: Dashboard
3.5.4: Reduce by 10% off-track

Target Date of Completion

06/30/17 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principal and Lead Partner Providers

Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts. ([count] of 1000 maximum characters used)

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

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

ELEMENTARY
10% annual reduction in the number of 8th graders not meeting proficiency benchmarks
5% annual reduction in the truancy rate for K-2 students
Higher of 10% reduction in absence rate or 95% attendance for schools below 95%; 10% reduction in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%

Evidence of Improvement or Progress

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

ELEMENTARY10% annual reduction in the number of 8th graders meeting proficiency benchmarksAnnual 5% reduction in the truancy rate for K-2 studentsHigher of 10% reduction in absence rate or 95% attendance for schools below 95%; 10% reduction in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%

Target Date of Completion

06/30/17 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

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

Goal Example --

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

Goal Statement

([count] of 500 maximum characters used)

HIGH SCHOOLSImprove school-wide culture and climate by decreasing the one-year school drop-out rate by 3% annually
ELEMENTARYImprove school-wide culture and climate by reducing the number of out-of-school suspensions by 10% annually.

Objective

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

([count] of 1000 maximum characters used)

HIGH SCHOOLS4.1: Establish systems for monitoring and improving student attendance at all grade levels4.2: Establish student enrichment and academic reinforcement opportunities at all grade levels4.3: Establish an 8th grade transition program to prepare incoming freshmen for high school4.4: Develop process that allows schools to monitor essential of 5 essentials and develop plans to maintain or improve each essential as levers for impacting academic performance in reading and/or math

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

4.1.1: Increased annual attendance rate overall, by grade level, and by subgroups4.1.2: Decreased truancy by grade level, and by subgroups4.1.3: Decreased tardiness by grade level4.1.4: 3.0% decrease in 1-year drop-out rate4.2.1: Increased % participation of students in after school enrichment and/or academic reinforcement4.2.2: Increased on-track percentage of students involved in enrichment and/or academic reinforcement4.2.3: Increased attendance by grade and by subgroups4.2.4: Decreased truancy by grade and by subgroups4.2.5: Decreased tardiness by grade4.2.6: Decreased drop-out4.3.1: School has a comprehensive 8th-9th grade transition plan that includes feeder school engagement4.3.2: 10% annual reduction in 9th grade students off-track4.4.4: Supportive Environment rating increase4.4.5: Ambitious Instruction rating increase

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

4.1.1: Higher of 10% reduction in absence rate or 95% attendance for schools below 95%; 10% reduction in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%4.1.2: District dashboard4.1.3: District dashboard4.1.4: District dashboard4.2.1: Internal tracking4.2.2: District report4.2.3: Higher of 10% reduction in absence rate or 95% attendance for schools below 95%; 10% reduction in absence rate for schools between 95% and 98%; 98% attendance for schools at/above 98%4.2.4: District dashboard4.2.5: District dashboard4.2.6: District dashboard4.3.1: School-wide transition plan4.3.2: 10% reduction in off-track rate for 9th graders4.4.5: Performance level increase per year in Ambitious Instruction category

Target Date of Completion

06/30/16 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

Objective

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

([count] of 1000 maximum characters used)

ELEMENTARYDecrease the number of severe discipline incidents (Categories 4-6)Develop process that allows schools to monitor 5 essentials and develop plans to maintain/improve each essential as levers for impacting performance in reading and/or math.

Measurable Outcome(s)

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

([count] of 1000 maximum characters used)

ELEMENTARY10% decrease in the number of Category 4-6 discipline incidents annuallyIncrease in Effective Leaders category Increase in Collaborative Teachers categoryIncrease in Involved Families categoryIncrease in Supportive Environment categoryIncrease in Ambitious Instruction category

Evidence of Improvement or Progress

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

([count] of 1000 maximum characters used)

ELEMENTARYDistrict dashboardIncrease in Effective Leaders category Increase in Collaborative Teachers categoryIncrease in Involved Families categoryIncrease in Supportive Environment categoryIncrease in Ambitious Instruction category

Target Date of Completion

06/30/16 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Principals and Lead Partner Providers

Download the form hyperlinked below and save to your hard drive. Complete and upload a completed form for every SIG 1003(g) funded school in this Cohort using the Browse and Upload file buttons below. Please include the School Name and Date when naming the forms for easy identification.

[Individual School Strategies](#)

Choose File

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

- FY 16 SIG Individual School Strategies - Horace Mann.pdf
- FY16 SIG Individual School Strategies - Hirsch.pdf
- FY16 SIG Individual School Strategies Form BURKE.pdf
- FY16 SIG Individual School Strategies Form UPDATED v Rev.pdf
- FY16 SIG Individual School Strategies Form_revised_jd.pdf
- Kelly - 12.15.15FY16 SIG Individual School Strategies Form (1) (1).pdf
- 12.15.15FY16 SIG Individual School Strategies Form BRONZEVILLE 121515 (1).pdf
- CVCASchoolImprovementGrantSustainabilityTemplateFinal.docx.pdf
- ClementeSY16SchoolImprovementGrantSustainabilityTemplateFinal.doc.pdf
- Raby Theory of Action SIG continuation FINAL.pdf
- BowenHSSIGSustainabilityTemplateFinal.docx.pdf
- BoganSchoolImprovementGrantSustainabilityFinal.docx.pdf
- RabyPrograms.2015-2016.pdf
- 20150909 - Kelly - FY16 SIG Individual School Strategies Form (2).pdf
- FY16 SIG Individual School Strategies Form BRONZEVILLE updated (1).pdf

Any uploaded files will appear to the left.

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

School Contact Information[Instructions](#)**School Name *****NCES # *****School Principal**

Last Name *

First Name *

Middle Initial

Address 1 *

Address 2

City *

State *

Zip +4 *

Phone *

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status * School State Academic Status *

Selected Intervention Model *

Individual School On-Site Lead Partner

Name of Lead Partner *

Lead Contact Last Name *

First Name *

Middle Initial

Address 1 *

Address 2

City *

State *

Zip +4 *

Phone *

Extension

Fax

Email

ISBE Approved Lead Partner *

 Yes No

* Denotes required fields

School Contact Information[Instructions](#)**School Name****NCES #****School Principal**

Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status

School State Academic Status

Selected Intervention Model

Individual School On-Site Lead Partner

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

 Yes No

School Contact Information[Instructions](#)**School Name****NCES #****School Principal**

Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status

School State Academic Status

Selected Intervention Model

Individual School On-Site Lead Partner

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

- Yes
 No
-

School Contact Information[Instructions](#)**School Name****NCES #****School Principal**

Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

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Phone

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status

School State Academic Status

Selected Intervention Model

Individual School On-Site Lead Partner

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

- Yes
 No
-

School Contact Information[Instructions](#)**School Name****NCES #****School Principal**

Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status

School State Academic Status

Selected Intervention Model

Individual School On-Site Lead Partner

Name of Lead Partner

Lead Contact Last Name

First Name

Middle Initial

Address 1

Address 2

City

State

Zip +4

Phone

Extension

Fax

Email

ISBE Approved Lead Partner

- Yes
 No
-

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

	SIG1003g-4339
Current Year Allotment	\$0
Reallotted Funds (+)	
Released Funds (-)	
Carryover (+)	\$6,295,873
PrePayment (+)	0
SUB TOTAL	\$6,295,873
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$6,295,873
TOTAL AVAILABLE	\$6,295,873
	SIG1003g-4339

Budget Distribution

Instructions

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

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

		Award
	Amount Reserved for District	277620
School 1 Name	Hirsch High School	762295
School 2 Name	Marshall High School	1187500
School 3 Name	Burke Elementary School	950000
School 4 Name	Holmes Elementary School	950000
School 5 Name	Mann Elementary School	1425000
School 6 Name		
School 7 Name		
School 8 Name		
	TOTAL Distribution (must equal Total Award Amount below)	5552415
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	6295873

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

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

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

Function Code	Object Code	Expenditure Description and Itemization	SIG1003g-4339 Funds	Delete Row
1000	100	MANN: Hourly pay for college and/or graduate students interested becoming teachers to assist in providing interventions to students in kindergarten through 8th grade. Est. 8 college and/or grad students x 6 hrs/day x 4 days/week x \$18/hr x 35 weeks	95578	<input type="checkbox"/>
1000	100	MANN:1.0 FTE Supplemental teacher to reduce class size in kindergarten	54000	<input type="checkbox"/>
1000	100	HOLMES: Extended day for teachers providing tutoring to students throughout the school year (11 teachers x 1.5hrs/day x 68 days x \$50/hr) September 2015 - June 2016	56100	<input type="checkbox"/>
1000	100	HOLMES:1.0 FTE Supplemental Teacher for Social Science with a focus on supporting literacy in the middle grade specialization	91000	<input type="checkbox"/>
1000	100	HOLMES: 1.0 FTE Intervention Teacher with a focus on reading and math K-8	85000	<input type="checkbox"/>
1000	100	BURKE: Extended day for 20 weeks of academic interventions and Back to School Jamboree (est. 120 hours/teacher x 20 teachers x \$50/hr)	120000	<input type="checkbox"/>
1000	100	MANN: 1.0 FTE Supplemental primary grade teacher to reduce class size in second grade	50050	<input type="checkbox"/>
1000	100	MANN:1.0 FTE Supplemental intermediate/upper grade teacher to reduce class size	50000	<input type="checkbox"/>
1000	100	HIRSCH: Stipend for teacher participating in and managing One Goal Program for students	1000	<input type="checkbox"/>
1000	100	HIRSCH: 1.0 Supplemental English Position to reduce class size	90000	<input type="checkbox"/>
1000	200	MANN: Medicare @ 1.45% , FICA @ 6.2% Hourly pay for college and/or graduate students interested becoming teachers to assist in providing interventions to students in kindergarten through 8th grade. Est. 8 college and/or grad students x 6 hrs/day x 4 days/week x \$18/hr x 35 weeks	7312	<input type="checkbox"/>
1000	200	MANN:Medicare @1.45% , Hospitalization @10,163/FTE, Teacher Pension @18.16% for 1.0 FTE Supplemental teacher to reduce class size in Kindergarten	20752	<input type="checkbox"/>
1000	200	HOLMES: Medicare @1.45% for extended day for teachers providing tutoring	813	<input type="checkbox"/>
1000	200	HOLMES: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Supplemental Teacher	28008	<input type="checkbox"/>
1000	200	HOLMES: Medicare @1.45%, Hospitalization @ \$10,163/FTE Teacher Pension @18.16% for 1.0 FTE Intervention Teacher	26832	<input type="checkbox"/>
1000	200	BURKE: Medicare @1.45% for Extended day for 20 weeks of academic interventions and Back to School Jamboree (Est. 120 hours/teacher x 20 teachers x \$50/hr)	1740	<input type="checkbox"/>
1000	200	MANN: Medicare @1.45% , Hospitalization @\$10,163/FTE, Teacher Pension @18.16%) for 1.0 Supplemental primary grade teacher	19978	<input type="checkbox"/>
1000	200	MANN: Medicare @1.45% , Hospitalization @\$10,163/FTE, Teacher Pension @18.16%) for 1.0 Supplemental intermediate/upper grade teacher	19968	<input type="checkbox"/>
1000	200	HIRSCH: Medicare @1.45% for Stipend for One Goal Teacher	15	<input type="checkbox"/>
1000	200	HIRSCH: Medicare @1.45%, Hospitalization @\$10,163/FTE, Teacher Pension @18.16% For 1.0 FTE Supplemental English Teacher	27812	<input type="checkbox"/>
1000	300	MANN: Unemployment And Workers Compensation @1.31% for 1.0 FTE Supplemental Teacher to reduce class size in Kindergarten	707	<input type="checkbox"/>
1000	300	MARSHALL: Contract with Academic Approach to provide interim assessments and tutoring supports in order to improve student EPAS achievement; cost includes teaching support training, prep classes, and materials (student prep books) for ACT, Explore, and Plan	21912	<input type="checkbox"/>
1000	300	HOLMES: Contract with Gains Education Group for grades K-8 curriculum mapping; Grades 3-8 formative assessments in English/Language Arts and Mathematics based on common core state standards and custom alignment of benchmark to Webb's Complexity Levels; includes professional support and workshops	34300	<input type="checkbox"/>
1000	300	HOLMES:Purchase of digital instructional software and licenses, such as ALEKS math, iReady Diagnostics for Math & Reading, Study Island, NWEA, etc., to provide differentiated supports to students	1240	<input type="checkbox"/>
1000	300	HOLMES: Unemployment and Workers Compensation @1.31% for 1.0 FTE Supplemental Teacher in Social Science	1192	<input type="checkbox"/>
1000	300	HOLMES: Unemployment and Workers Compensation @1.31% for 1.0 FTE Intervention Teacher	1114	<input type="checkbox"/>
1000	300	MANN: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Supplemental Primary Grade teacher	656	<input type="checkbox"/>
1000	300	MANN: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Supplemental Intermediate/Upper grade teacher	655	<input type="checkbox"/>
1000	300	HIRSCH: Unemployment and Workers Compensation @1.31% for 1.0 FTE Supplemental English Position	1179	<input type="checkbox"/>

1000	400	MANN: Contract with Youth Guidance to provide support in developing a high quality after school program for academic enrichment in ELA, Math, Science, and extracurricular activities	50000	<input type="checkbox"/>
1000	400	MARSHALL: Common core instructional workbooks, common core novels, and other materials to support PARCC Boot Camp, to take place throughout the year for 9th - 11th grade	8000	<input type="checkbox"/>
1000	400	MARSHALL: Supplemental workbooks and classroom libraries	2000	<input type="checkbox"/>
1000	400	HOLMES: Classroom Instructional Supplies under \$500/unit to support core classroom instruction, such as journals, supplemental books, paper, charts, chart paper, writing utensils, publications, current events subscriptions, read aloud materials.	3918	<input type="checkbox"/>
1000	400	HOLMES: Consumables and equipment under \$500/unit to equip science lab to enable students to have access to high-level courses, including microscopes, beakers, and other instructional supplies	2500	<input type="checkbox"/>
1000	400	HOLMES: Provide Chromebooks to support and enhance classroom instruction (est. 96 chromebooks X\$250/unit). Chromebooks will be housed in individual classrooms. The Chromebook pricing includes a management console that must accompany the purchase of the chromebooks.	24000	<input type="checkbox"/>
1000	400	BURKE: Supplemental classroom technology - one Chromebook per classroom for student academic use (est. 36 Chromebooks x \$269/unit)	9684	<input type="checkbox"/>
1000	500	HOLMES: Provide Chromebook carts for storage of Chromebooks used for enhanced classroom instruction (est. 3 Cart X \$1,435/unit)	4305	<input type="checkbox"/>
1000	500	HIRSCH: Promethean Boards to be mounted in classrooms (Est. 5 x \$4949/unit) to engage students in interactive lessons and assist teachers in conducting formative assessments. These boards will be installed in the Social Studies, English, Science and Math Classrooms	24745	<input type="checkbox"/>
2110	100	MANN: 1.0 FTE Attendance Coordinator to improve and monitor student attendance	43866	<input type="checkbox"/>
2110	100	MARSHALL: 1.0 FTE Student Advocate to conduct home visits, build an effective In-School Personal Development program, build rapport and productive relationships with students	46000	<input type="checkbox"/>
2110	100	MARSHALL: 1.0 FTE Student Restorative Justice Dean to focus on using restorative justice techniques directly with students to increase conflict resolution techniques	45400	<input type="checkbox"/>
2110	100	MARSHALL: 1.0 FTE Social Worker to support at-risk students and provide direct interventions with social/emotional issues that negatively impact attendance, student achievement and behavior	65000	<input type="checkbox"/>
2110	100	HOLMES: 1.0 FTE Student Advocate to provide intervention services for the most at-risk students, build positive and productive relationships with struggling students to leverage those relationships to fully engage students in the learning environment, mentor targeted students and instruct them how to develop behaviors and habits that will enable them to flourish in the school environment. Position will also provide school wide discipline supports	45500	<input type="checkbox"/>
2110	100	HIRSCH: .50 FTE Attendance Coordinator to support an increase in overall daily attendance	26500	<input type="checkbox"/>
2110	100	HIRSCH: 1.0 FTE Dean of Students and FACE to provide student interventions and coordinate the school's system of tiered social-emotional supports	63500	<input type="checkbox"/>
2110	100	BURKE: 1.0 FTE Behavior Interventionist to provide differentiated social-emotional supports to students	50000	<input type="checkbox"/>
2110	200	MANN: Medicare @1.45%, Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 Attendance Coordinator	18530	<input type="checkbox"/>
2110	200	MARSHALL: Medicare @ 1.45%, Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 FTE Student Advocate	18938	<input type="checkbox"/>
2110	200	MARSHALL: Medicare @ 1.45%, Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 FTE Student Restorative Justice Dean	18823	<input type="checkbox"/>
2110	200	HOLMES: Medicare 1.45%, Hospitalization @ \$10,163/FTE , ESP Pension @17.625% for 1.0 FTE Student Advocate	18842	<input type="checkbox"/>
2110	200	HIRSCH: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Attendance Coordinator	10278	<input type="checkbox"/>
2110	200	HIRSCH: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Dean of Students	22276	<input type="checkbox"/>
2110	200	BURKE: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Pension @ 17.625% for 1.0 FTE Behavior Interventionist	19701	<input type="checkbox"/>
2110	200	MARSHALL: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, ESP Pension @17.625% for 1.0 FTE Social Worker	22562	<input type="checkbox"/>
2110	300	MANN: Unemployment and Workers Compensation @1.31% for 1.0 Attendance Coordinator	575	<input type="checkbox"/>
2110	300	MARSHALL: Unemployment and Workers Compensation @1.31% for 1.0 FTE Student Advocate	603	<input type="checkbox"/>
2110	300	MARSHALL: Unemployment and Workers Compensation @1.31% for 1.0 FTE Student Restorative Justice Dean	595	<input type="checkbox"/>
2110	300	HOLMES: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Student Advocate	596	<input type="checkbox"/>
2110	300	HIRSCH: Unemployment and Workers Compensation @1.31% for 1.0 FTE Attendance Coordinator	347	<input type="checkbox"/>
2110	300	HIRSCH: Unemployment and Workers Compensation @1.31% for 1.0 FTE Dean of Students	832	<input type="checkbox"/>
2110	300	BURKE: Partnerships with vendors to provide enrichment and social-emotional interventions after school and on Saturdays. Vendors to include Hidden Treasures (music focus, est. \$10,000), Urban Gateways (art focus, \$10,000), GROW ventering program for girls (est. \$5,163), BAM mentoring program for boys (est. \$10,000)	35163	<input type="checkbox"/>
2110	300	BURKE: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Behavior Interventionist	655	<input type="checkbox"/>

2110	300	MARSHALL: Unemployment and Workers Compensation @1.31% for 1.0 FTE Social Worker	852	<input type="checkbox"/>
2110	400	MARSHALL: Student Incentives for meeting behavior goals, including school supplies, certificates, supplies to support after school programs and internship opportunities	5000	<input type="checkbox"/>
2120	100	HIRSCH: Extended day pay for post secondary education coach to provide additional supports for students	4500	<input type="checkbox"/>
2120	200	HIRSCH: Medicare @1.45% for Extended day for post secondary education coach to provide additional supports for students	65	<input type="checkbox"/>
2120	300	HIRSCH: One Goal is providing much needed guidance and support for our Junior students, in terms of the college application process. One Goal helps the students identify colleges and universities that would be a good fit for them. One Goal also focuses on helping students understand the importance of increasing their GPA's so that they have every opportunity to be accepted into colleges and universities of their choice.	2150	<input type="checkbox"/>
2210	100	MANN: Extended day for teacher professional development and curriculum development after school and Saturday (est 108 hours x \$50/hr x 20 teachers)	108000	<input type="checkbox"/>
2210	100	MANN: Summer professional development for all staff to enable training in school transformation approach (est 20 teachers x 5 hrs/day x 8 days x \$50/hr)	40000	<input type="checkbox"/>
2210	100	MARSHALL:Extended day for staff participating in weekly professional development on common core, data analysis, formative assessments (est. 5 daysx 2.5 hours x 24 teachers x\$50/hr)	15000	<input type="checkbox"/>
2210	100	MARSHALL: Stipends for ILT members to develop and review curriculum/lesson plans, review data regularly throughout the 2015-16 school year (est. \$1300/ILT member x 10 ILT members)	13000	<input type="checkbox"/>
2210	100	MARSHALL:Substitutes to provide classroom support for teachers attending professional development (est. 7 days of professional development x 10 teachers x \$150/day)	10500	<input type="checkbox"/>
2210	100	MARSHALL: 1.0 FTE Instructional Coach	80000	<input type="checkbox"/>
2210	100	HOLMES: Extended day for teacher professional and curriculum development and planning (15 teachers x 1 hr/day x 54 days x \$50/hr)	40500	<input type="checkbox"/>
2210	100	HOLMES: FY16 End of Year Symposium Professional Development to enable CCSS training and data analysis in continuing a transformative approach (15 teachers x 7 hrs/day x 2days x \$50/hr)	10500	<input type="checkbox"/>
2210	100	HOLMES: Summer Symposium Professional Development for teachers to train in instructional initiatives, as part of the transformative approach (15 teachers x 6 hrs/day x 2days x \$50/hr)	9000	<input type="checkbox"/>
2210	100	HOLMES: Substitutes to cover teachers participating in professional development (est. 70 days x \$150/day)	10500	<input type="checkbox"/>
2210	100	HIRSCH: Teacher Extended Day Bi-weekly PD for teachers to participate in professional development on topics such as curriculum planning, research based best practices and PARCC. (Est. \$50/hr X 20 teachers X 10 hours)	17800	<input type="checkbox"/>
2210	100	HIRSCH: Summer PD Curriuclum Planning that includes completing curriculum maps and lesson plans that are aligned to CCSS. Researching and incorporating high quality instructional activities will also be included in the planning. (Est. 5 teachers X \$45/hr X 7 hours X 4 weeks)	7000	<input type="checkbox"/>
2210	100	BURKE: Extended day for targeted teachers participating in additional professional development during out-of-school hours. Topics to include Gradual Releaes of Responsibility, unit planning using backwards design, data analysis. Est. 5 Mondays x 15 Teachers x \$40/hr x 2hrs/day.	6000	<input type="checkbox"/>
2210	100	BURKE: 1.0 FTE Instructional Coach - Provide leadership, direct coaching and professional development to Teachers	97500	<input type="checkbox"/>
2210	200	MANN:Medicare @ 1.45% for Extended day for teacher professional development, planning, and curriculum development after school and on Saturdays	1566	<input type="checkbox"/>
2210	200	MANN:Medicare @1.45% for Summer professional development for all staff to enable training in the school transformation approach	580	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for extended day for weekly professional development	218	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45% for stipends for ILT members to develop and review curriculum plans	189	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @ 1.45%, Pension @ 18.16% for substitutes to provide classroom support	2059	<input type="checkbox"/>
2210	200	MARSHALL: Medicare @1.45%, Hospitalization @ \$10,163/FTE Teacher Pension @18.16% for 1.0 FTE Instructional Coach	25851	<input type="checkbox"/>
2210	200	HOLMES: Medicare @1.45% for extended day for teacher professional and curriculum development	587	<input type="checkbox"/>
2210	200	HOLMES: Medicare @ 1.45% for extended day for FY16 End of Year Symposium	152	<input type="checkbox"/>
2210	200	HOLMES: Medicare @1.45% for Summer Symposium Professional Development	131	<input type="checkbox"/>
2210	200	HOLMES: Medicare @ 1.45%, Pension @ 18.16% for subistutes to cover teachers participating in professional development	2059	<input type="checkbox"/>
2210	200	HIRSCH: Medicare @1.45% for Extended day for Teacher Extended Day Bi-weekly PD for teachers to participate in professional development on topics such as curriculum planning, research based best practices and PARCC.	258	<input type="checkbox"/>
2210	200	HIRSCH: Summer PD Curriuclum Planning that includes completing curriculum maps and lesson plans that are aligned to CCSS. Researching and incorporating high quality instructional activities will also be included in the planning.	102	<input type="checkbox"/>
		BURKE: Medicare @ 1.45% for Extended day for targeted teachers participating in additional		

2210	200	professional development during out-of-school hours. Topics to include Gradual Release of Responsibility, unit planning using backwards design, data analysis. Est. 5 Mondays x 15 Teachers x \$40/hr x 2hrs/day.	87	<input type="checkbox"/>
2210	200	BURKE: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Instructional Coach	29283	<input type="checkbox"/>
2210	300	MANN:Registration fees for teacher conferences and professional development	15000	<input type="checkbox"/>
2210	300	MARSHALL:Registration fees for in-city professional development conferences on common core, content areas, assessment, differentiation	7000	<input type="checkbox"/>
2210	300	MARSHALL: Unemployment and Workers Compensation @1.315 for 1.0 FTE Instructional Coach	1048	<input type="checkbox"/>
2210	300	BURKE: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Instructional Coach	1277	<input type="checkbox"/>
2210	300	HIRSCH: Professional Development provided by the lead partner to teachers to support teachers in understanding the Common Core State Standards and be able to unpack, prioritize and tie the standards in the the learning products and student work embedded into their lesson plans.	3675	<input type="checkbox"/>
2210	300	HIRSCH: Academic Approach will be contracted to provide data disaggregation and analysis of beginning, and middle of the year Explore, PLAN and ACT tests. They will provide student- and teacher-specific analysis and strategies for achieving gains. They will provide the test materials for the beginning of the year test. Academic Approach assessment bank which allows teachers the ability to reproduce assessments that are aligned	6000	<input type="checkbox"/>
2210	300	LEA: Conference Fees to support Professional Development	650	<input type="checkbox"/>
2210	300	MARSHALL:Consultant support to train teachers on CCSS implementation -Follow-up PD - Thinking Core	3552	<input type="checkbox"/>
2210	300	HIRSCH: CDW Government to provide professional development for teachers around integrating Promethean Boards into classroom instruction	2200	<input type="checkbox"/>
2210	400	MANN:Professional readings for teachers (online and hard copies)	4939	<input type="checkbox"/>
2220	100	MARSHALL: 1.0 FTE Technology Coordinator to support computer labs and classroom technology use to improve core instruction	47300	<input type="checkbox"/>
2220	100	HOLMES: Technology Coaching/Integration to provide technology support services (Est. Sept. 2015- July 2016: 1 staff x \$40/hr x 14 hrs/wk x 42 wks)	23520	<input type="checkbox"/>
2220	100	BURKE: 1.0 FTE Technology Coordinator to support technology intergration through innovation space and classroom technology to improve core instruction	75000	<input type="checkbox"/>
2220	200	MARSHALL: Medicare @ 1.45%, Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 FTE Technology Coordinator	19185	<input type="checkbox"/>
2220	200	HOLMES: Medicare @1.45% and FICA @6.2% for Technology Coaching/Integration	1799	<input type="checkbox"/>
2220	200	BURKE: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Technology Coordinator	24871	<input type="checkbox"/>
2220	300	MARSHALL: Unemployment and Workers Compensation @1.31% for 1.0 FTE Technology Coordinator	620	<input type="checkbox"/>
2220	300	BURKE: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Technology Coordinator	983	<input type="checkbox"/>
2220	400	MANN:Chromebooks (est 60x Chromebooks x \$250) to additional learning clusters to support technology infusion into day-to day instruction.	15000	<input type="checkbox"/>
2220	400	MANN:Books, magazines, and journals to tranform library	12500	<input type="checkbox"/>
2220	400	HIRSCH: 30 Chromebooks for formative assessments, instructional enrichment, and use in core curriculum classrooms at \$279 each	8370	<input type="checkbox"/>
2220	500	MANN: Carts to store Chromebooks (est. 2 carts x \$1400/unit)	2800	<input type="checkbox"/>
2220	500	HIRSCH:1 cart (Est. \$1500/unit) to secure and charge Chromebooks budgeted	1500	<input type="checkbox"/>
2220	500	"MANN: ""Digital Motion picture camera bundle package used for teachers recording their instructional practice in the classroom est. 5 camera bundles x \$800/unit)""	4000	<input type="checkbox"/>
2300	100	LEA: 1.0 FTE Budget Manager to provide support to schools in: preparing and monitoring SIG budgets, developing overall spending plans which strategically leverage all funding sources, and ongoing support in budget and finance matters.	107028	<input type="checkbox"/>
2300	100	LEA : .25 FTE SIG Director to provide leadership and counsel to SIG Principals in the strategy and management of grant funds, personnel, and vendor partners, as well as managing the district's ongoing compliance with all state and federal SIG requirements and guidelines; position costs are prorated at 50% and will be restored to 100% with carryover	26250	<input type="checkbox"/>
2300	100	LEA: .20 FTE Office Chief to provide direct oversight and management to the SIG School Network	30226	<input type="checkbox"/>
2300	100	LEA: .32 FTE Project Manager to provide direct support to school/lead partner level monitoring including ownership of project timelines and deliverables, and stakeholder engagement	33440	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Pension @ 17.625% for 1.0 FTE Budget Manager	30579	<input type="checkbox"/>
2300	200	LEA : Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Pension @ 17.625% for .25 FTE SIG Director	7383	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%. Hospitalization @ \$10,163/FTE, Pension @ 17.625% for .20 FTE Office Chief	7798	<input type="checkbox"/>
2300	200	LEA: Medicare @ 1.45%, Hospitalization @ \$ 10,163/FTE, Pension @ 17.625% for .32 FTE Project Manager	9631	<input type="checkbox"/>

2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Budget Manager	1402	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .25 FTE SIG Director	399	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @ 1.31% for .20 FTE Office Chief	396	<input type="checkbox"/>
2300	300	LEA: Unemployment and Workers Compensation @1.31% for .32 FTE Project Manager	438	<input type="checkbox"/>
2400	100	MANN: 1.0 Assistant Principal of Curriculum and Instruction to provide direct coaching and support to teachers in curriculum development, planning and improvement of teaching and learning through the integration of best practices.	111359	<input type="checkbox"/>
2400	100	HIRSCH: 1.0 FTE Assistant Principal The assistant principal assists in the development and implementation of the School Improvement Plan for Advancing Academic Achievement participates in the development and monitoring od data towards school improvement in Behavior, Attendance and Instruction.	110000	<input type="checkbox"/>
2400	100	BURKE: 1.0 FTE Assistant Principal of Intervention Supports has 2 main areas of responsibility. The first is the support of curriculum and instruction, particularly around the systematic delivery of reading and math intervention for students in all grades K-8. The responsibility of the AP is to support and develop teachers' capacity to deliver those interventions inside of the classroom, as well as organize (including training of existing staff) small group pull out intervention. The second area of responsibility is to support the implementation of MTSS (including SEL intervention) and to build Burke's capacity to monitor MTSS intervention implementation and bring in any necessary outside supports.	100000	<input type="checkbox"/>
2400	100	HOLMES: Extended day pay for coordinator to provide oversight for extended day programming including Saturday (1 staff x 4hrs/week x 47 weeks x \$25/hr) September 2015 - August 2016	4700	<input type="checkbox"/>
2400	200	MANN: Medicare @1.45%, Hospitalization @10,163/FTE Teacher Pension @18.16% for 1.0 FTE Assistant Principal	32000	<input type="checkbox"/>
2400	200	HIRSCH: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Assistant Principal	31734	<input type="checkbox"/>
2400	200	BURKE: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Teacher Pension @ 18.16% for 1.0 FTE Assistant Principal	29773	<input type="checkbox"/>
2400	200	HOLMES: Medicare @1.45% and FICA @6.2% for coordinator to provide oversight for extended day programming	360	<input type="checkbox"/>
2400	300	MANN: Unemployment and Workers Compensation @1.31% for 1.0 FTE Assistant Principal	1459	<input type="checkbox"/>
2400	300	HIRSCH: Unemployment and Workers Compensation @1.31% for 1.0 FTE Assistant Principal	1441	<input type="checkbox"/>
2400	300	BURKE: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Assistant Principal	1310	<input type="checkbox"/>
2540	100	MARSHALL: Extended day for security during extended building hours for 9th-11th academic boot camp and summer program serving 200 students (est. 2 security guards x 4 hours x \$25/hr x 5 events)	1000	<input type="checkbox"/>
2540	100	MARSHALL: 1.0 FTE Security Guard to provide additional security for before- and after-school events, as well as support the After-School, Saturday, and Lunch Detention Programs	28600	<input type="checkbox"/>
2540	100	HOLMES: Staff to provide security for extended day programming (1 Staff x 3hrs/week x 36 weeks x \$25/hr)	2700	<input type="checkbox"/>
2540	100	HOLMES: Staff to provide security for extended day and Saturday programming (1 staff x 6hrs/week x 47weeks x \$30/hr) September 2015 - August 2016	8460	<input type="checkbox"/>
2540	100	HOLMES: Extended day pay for custodial support including Saturday programming (1 staff x 6hrs/week x 47 weeks x \$32/hr) September 2015 - August 2016	9024	<input type="checkbox"/>
2540	100	BURKE: 1.0 FTE Security Officer to provide differentiated social-emotional supports to students	25000	<input type="checkbox"/>
2540	200	MARSHALL: Medicare @ 1.45% for extended day for security for extended building hours	15	<input type="checkbox"/>
2540	200	MARSHALL: Medicare @ 1.45%, Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 FTE Security Guard	15618	<input type="checkbox"/>
2540	200	HOLMES: Medicare @1.45% for staff to provide security for extended day programming	39	<input type="checkbox"/>
2540	200	HOLMES: Medicare @1.45% and FICA @6.2% for staff to provide security for extended day	123	<input type="checkbox"/>
2540	200	BURKE: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Pension @ 17.625% for 1.0 FTE Security Officer	14932	<input type="checkbox"/>
2540	200	HOLMES: Medicare @1.45% for extended day for custodial support	131	<input type="checkbox"/>
2540	300	MARSHALL: Unemployment and Workers Compensation @1.31% for 1.0 FTE Security Guard	375	<input type="checkbox"/>
2540	300	BURKE: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Security Officer	328	<input type="checkbox"/>
2550	300	HOLMES: Travel in the spring for 6th -8th students to visit high schools and colleges to support students' transition to high school. 6th -8th grade students will travel to local high schools to tour the facilities and meet with counselors and student leaders. The Holmes counselor will facilitate on going communication between the high school counselors, 6th - 8th grade teachers, and our students and their families to ensure students have the necessary literacy and math skills required for high school coursework and to increase enrollment in select high schools. (5 visits x \$200/bus)	1000	<input type="checkbox"/>
2550	300	HIRSCH: Transportation for student academic field trip (location TBD, est. 1 bus x \$200/bus) and in-state college tours (est. 9 trips x \$200/bus) 4 College Trips each quarter	3200	<input type="checkbox"/>
2610	100	HOLMES: 1.0 FTE Business/Project Manager to ensure effective and efficient business processes are in place to support teaching and learning and ensure that transformation is fully operational and goals are being reached.	44000	<input type="checkbox"/>

2610	100	"HOLMES: Extended day for "" Business/Program Manager to ensure effective & efficient business processes are in place to support teaching and learning and ensure that transformations is fully operational and goals are being reached."	5900	<input type="checkbox"/>
2610	200	HOLMES: Medicare 1.45%, Hospitalization @ \$10,163/FTE , ESP Pension @17.625% for 1.0 FTE Business/Project Manager	18556	<input type="checkbox"/>
2610	200	HOLMES: Medicare @1.45% for extended day for Business/Program Manager	86	<input type="checkbox"/>
2610	300	MANN:Contract with ARP for support and interventions to include: - Daily on-site presence to facilitate development an implementation of SIG transformation model - Executive Coaching for administration - Assistance to the Senior Leadership Team in developing and implementing the school budget - Design and implementation of Data Driven Instruction - Job-embedded professional development to staff - Effective Classroom Observation - Common Priorities Planning to align lesson plans and delivery of lessons to CCSS	575712	<input type="checkbox"/>
2610	300	MARSHALL:Contract with Cambridge for Lead Partner supports and interventions; services include: design and implement data-driven instruction and analysis procedures; full-time onsite lead, facilitating development and implementation of SIG with school improvement team; designing and implementing curriculum and instruction program aligned with CCSS	588600	<input type="checkbox"/>
2610	300	HOLMES: Contract with Atlantic Research Partners for lead partner support and interventions to include: Daily on-site presence to facilitate development and implementation of SIG Transformation model, executive coaching for administration, assistance to the Senior Leadership Team, Supporting implementation of Data drivent instruction, Provide job-embedded professional development and live coaching model to instructional staff, Support of Diverse Learners through MTSS Development and implementation, Support from Data Strategists and support with implementation of the 16 key components	210000	<input type="checkbox"/>
2610	300	HOLMES: Unemployment and Workers Compensation @1.31% for 1.0 FTE Business/Project Manager	576	<input type="checkbox"/>
2610	300	"HIRSCH: ""Consultant - Atlantic Research Partners - to provide lead partner supports, including: - 20 days a month for 9 months of instructional support in the following areas: ELA 4 days, Math 4 days, Diverse Learner Support 2 days, Data Strategists Support 2 days, Science 4 days, Culture and Climate Support 1 days, Family and Community Engagement Support 1 day and College Readiness/awareness support 1 day""	281286	<input type="checkbox"/>
2610	300	BURKE: Consultant - Atlantic Research Partners - to provide Lead Partner services per scope of work, including literacy coaching, math coaching, special education coaching, and data analysis support	187000	<input type="checkbox"/>
2640	100	LEA: Performance/assignment bonuses for school principals meeting performance metrics	22000	<input type="checkbox"/>
2640	400	MARSHALL:Incentives for teachers and staff, including books and classroom supplies for meeting the following criteria: demonstrates gap closing achievement (1 1/2 year growth). Freshman team - 95% Freshman on track, less than 10% of students receiving Ds/Fs.	9722	<input type="checkbox"/>
2640	400	HIRSCH: Teacher incentive materials for teachers meeting performance plan initiatives which include EPAS growth on practice EPAS and Freshman On Track growth per semester, including poster paper, pens, copy paper (\$100 per teacher x 18 teachers x 2 semesters)	3600	<input type="checkbox"/>
2640	400	HOLMES: Teacher incentives (supplies under \$500/unit) to be distributed as a part of incentive structure (Est. 16 teachers x \$500/teacher x 2 semesters). Supplies will be based on teacher requests and will include such items as books on tape, listening centers, novel sets.	17000	<input type="checkbox"/>
2640	500	HOLMES: Teacher incentives to be distributed as a part of teacher incentive structure (Est. 4 Speakers for Promethean Boards x \$500/unit, ELMOs - 2 units x \$500/unit)	3000	<input type="checkbox"/>
3000	100	MANN: 1.0 FTE Community Connector to support and improve Family and Community Engagement and Outreach	43231	<input type="checkbox"/>
3000	100	MARSHALL:1.0 FTE Coordinator to increase parent and community involvement	41700	<input type="checkbox"/>
3000	100	HOLMES: Parent/Community Workers to assist with Learning Center, Outreach, and Parent Resource Center from Sept. 2015 to June 2016. (est. 2 parent/community workers x 25 hrs/wk x 39 wks x \$20/hr)	39000	<input type="checkbox"/>
3000	100	HOLMES: Parent/Community Workers to assist with outreach and parent resource center for Saturday programming from Sept. 2015 to Aug. 2016 (Est. 2 parent/community workers x 4hrs/wk x 48 wks x \$20/hr)	7680	<input type="checkbox"/>
3000	100	HOLMES: 1.0 FTE Community Connector to support and improve Family and Community Engagement and Outreach; position will also provide student attendance supports.	31500	<input type="checkbox"/>
3000	100	HIRSCH: 9 Parent Engagement Events to educate parents on EPAS, current school events, and pertinent parental information. Events will occur every month. (Est. 3 teachers X \$45/hr X 2 hours X 9 months)	2430	<input type="checkbox"/>
3000	100	BURKE: 1.0 FTE Community Engagement Coordinator to provide direct support outreach and communication to improve family and community involvement and build positive school culture	91000	<input type="checkbox"/>
3000	200	MANN:Medicare @1.45% Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 Community Connector/Program Manager	18409	<input type="checkbox"/>
3000	200	MARSHALL: Medicare @ 1.45%, Hospitalization @10,163/FTE ESP Pension @17.625% for 1.0 FTE Coordinator to increase parent involvement	18117	<input type="checkbox"/>
3000	200	HOLMES: Medicare @1.45% and FICA @6.2% for Parent/Community Workers to assist with Learning Center	2984	<input type="checkbox"/>
3000	200	HOLMES: Medicare @1.45% and FICA @6.2% for Parent/Community Workers to assist with outreach and parent resource center	588	<input type="checkbox"/>
3000	200	HOLMES: Medicare 1.45%, Hospitalization @ \$10,163/FTE , ESP Pension @17.625% for 1.0 FTE Community Connector	16172	<input type="checkbox"/>
		HIRSCH: Medicare @1.45% for 9 Parent Engagement Events to educate parents on EPAS,		

3000	200	current school events, and pertinent parental information. Events will occur every month. (Est. 3 teachers X \$45/hr X 2 hours X 9 months)	35	<input type="checkbox"/>
3000	200	BURKE: Medicare @ 1.45%, Hospitalization @ \$10,163/FTE, Pension @ 17.625% for 1.0 FTE Community Engagement Coordinator	27521	<input type="checkbox"/>
3000	300	MANN:Unemployment and Workers Compensation @1.31% for 1.0 Community Connector/Program Manager	566	<input type="checkbox"/>
3000	300	MARSHALL: Unemployment and Workers Compensation @1.31% for 1.0 FTE Coordinator to increase parent and community involvement	546	<input type="checkbox"/>
3000	300	HOLMES: Unemployment and Workers Compensation @1.31% for 1.0 FTE Community Connector	413	<input type="checkbox"/>
3000	300	BURKE: Unemployment and Workers Compensation @ 1.31% for 1.0 FTE Community Engagement Coordinator	1192	<input type="checkbox"/>
3000	300	HIRSCH: Educational Networks who create the school website. This vendor will build the initial school website. School and teacher webpages will be used for parent and community outreach. The site will be used to post information related to class assignments and activities.	3600	<input type="checkbox"/>
3000	400	MANN:Supplies under \$500/unit for Parent Room, including software, offices supplies, and printed books and resources	3902	<input type="checkbox"/>
3000	400	MANN:Postage for one mailing per month to notify families of events and activies	1350	<input type="checkbox"/>
3000	400	MARSHALL:Supplies for community and parent weekly meetings, including paper, school supplies, pens, banners, posters, and books	2000	<input type="checkbox"/>
3000	400	HOLMES: Subscriptions and Supplies under \$500/unit to equip Parent Resource Center to provide monthly parent education resource subscriptions and supplies, such as ink, paper, pens, and etc.	2000	<input type="checkbox"/>
3000	400	HIRSCH: Supplies for Parent Resource Room, including copy paper, pens, pencils, markers, flip charts	1765	<input type="checkbox"/>
3000	500	HIRSCH: Computer for Parent Resource Room (est. 1 X \$1100/unit)	1100	<input type="checkbox"/>

Total Direct Costs 5552415
- Capital Outlay Costs 41450
Allowable Direct Costs 5510965
Indirect Cost Rate % 1.02
Maximum Indirect Cost * 0

Indirect Cost 0

Total Allotment 6295873

Grand Total 5552415
Allotment Remaining 743458

Calculate Totals

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

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction	692,728	153,230	62,955	100,102	29,050			1,038,065
2	2110	Attendance & Social Work Services	385,766	149,950	40,218	5,000				580,934
3	2120	Guidance Services	4,500	65	2,150					6,715
7	2210	Improvement of Instruction Services	465,300	63,122	40,402	4,939				573,763
8	2220	Educational Media Services	145,820	45,855	1,603	35,870	8,300			237,448
9	2230	Assessment & Testing								
10	2300	General Administration	196,944	55,391	2,635					254,970
11	2400	School Administration	326,059	93,867	4,210					424,136
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services	74,784	30,858	703					106,345
16	2550	Pupil Transportation Services			4,200					4,200
18	2570	Internal Services*								
19	2610	Direction of Central Support Services	49,900	18,642	1,843,174					1,911,716
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*	22,000			30,322	3,000			55,322
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services	256,541	83,826	6,317	11,017	1,100			358,801
27	4000	Payment to Other Districts and Governmental Units								
37										
29	Total Direct Costs		2,620,342	694,806	2,008,567	187,250	41,450			5,552,415
30	Approved Indirect Costs X 1.02%									
31	Total Budget									5,552,415

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

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

Superintendent Name: Not calling IWAS Web Service

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

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

Federal Program Assurances

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

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

State Program Assurances

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the current school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Participate in any program related evaluations or studies required for participation in this grant.
3. Report other program information required by the Illinois State Board of Education (ISBE) or the U. S. Department of Education (ED).
4. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
5. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the State Assurances tab for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
6. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
7. Contact ISBE for approval to add a new or different Lead Partner.
8. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function 2300, Fiscal Services - function 2520, and Payments to Other Districts or Governmental Units - function code 4000.
9. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
10. SIG funds must be tracked and reported separately from the Title I, Part A funds. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as those used for the Title I Basic grant award or SIG. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
11. All LEAs and Lead Partners must participate in all evaluation, data collection, and reporting activities conducted by ED and ISBE that include, but are not limited to: participating in on-site reviews conducted by ISBE; participating in designated school improvement activities and technical assistance offered by ISBE; updating annual improvement goals; submitting a revised budget and annual budget summary; submitting quarterly expenditure reports; submitting quarterly progress reports; reporting progress on ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent.
12. The LEA will contract and work with an external provider, hereto referred to as a Lead Partner organization, which it will screen and select from the Approved Partner list on the ISBE website. If the LEA decides to propose an unapproved Lead Partner, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.

This certification is required by 2 CFR 3485 which was last updated by Federal Register dated 3.28.12. Part 3485 satisfies the requirements in section 3 of Executive Order 12549, Debarment and Suspension (3 CFR part 1986 Comp., p. 189), Executive Order 12689, Debarment and Suspension (3 CFR part 1989 Comp., p. 235) and 31 U.S.C. 6101 note (Section 2455, Pub. L. 103355, 108 Stat. 3327). The regulations can be located on line at:

[Code of Federal Registers](#)

Before completing this certification, read instructions below.

CERTIFICATION

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

Instructions for Certification

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

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

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

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

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

DEFINITIONS

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

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

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

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

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

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

PROJECT

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

SUBCONTRACTING

6. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.
If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:
-Name(s) and address(es) of subcontractor(s);
-Need and purpose for subcontracting;
-Measurable and time-specific services to be provided;
-Association costs (i.e., amounts to be paid under subcontracts); and
-Projected number of participants to be served.

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

FINANCIAL TERMS

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

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

12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.
 - A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - B. Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.
13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program-specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

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

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

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

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

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

NO BINDING OBLIGATION

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

COPYRIGHT

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

DEFAULT AND TERMINATION

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

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

INDEMNIFICATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

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

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

Drug-Free Workplace Certification

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

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

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

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

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

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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

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

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

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

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

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Signature of School District Superintendent / Agency Administrator

JESSE H RUIZ

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

Agreed to on this Date: 06/23/2015
RCDT when agreed to: 15-016-2990-25