

LEAD PARTNER

Bidder

**Illinois Association of
Regional School Superintendents (IARSS):
Representing a Consortium of Regional Offices & Intermediate
Service Centers**

Contact Person

Michael McCreery
Executive Director
T: (217) 544-5559
E-mail: mike@mmcreery.com

- All of the geographical areas within the state of Illinois will be served by the Lead Partner upon request.
- The Lead Partner will serve all grade spans (i.e., elementary, middle, or high school).

See proposed subcontractors and FEIN numbers on next page.

**IARSS President Gil Morrison
2500 North Annie Glidden Road, Suite C
DeKalb, Illinois 60115**

2. Executive Summary: Identify whether the proposal is for consideration of a Lead Partner, Supporting Partner. Indicate who the applicant will serve, what will be accomplished, and how the applicant will proceed. Include a brief overview of the following key elements of the proposal, addressing:

- Service Area/Capacity Limitations;
- Lead Partner Proposal (if applicable);
- Supporting Partner Proposal (if applicable);
- Demonstrated Record of Effectiveness;
- Fiscal and Management Capacity.

EXECUTIVE SUMMARY LEAD PARTNER: ILLINOIS ASSOCIATION OF REGIONAL SUPERINTENDENTS OF SCHOOLS

The applicant, ***Illinois Association of Regional Superintendents of Schools (IARSS)***, is willing to serve in any region in the state of Illinois as a LEAD Partner. There are no limitations on the applicant's capacity to meet all of the requirements of the LEAD Partner duties. The Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) provide a statewide delivery system that focuses on high quality, maximum consistency and full geographical coverage of Illinois.

As a Lead Partner, IARSS will work with ISBE, the district and school in administering a needs assessment of the district and school; coordinate its efforts with school and community stakeholders (e.g, parents, business community, community organizations, state and local officials) in the development of a whole school intervention model; and implement that model in partnership and coordination with the school district. The expertise and resources of IARSS will be directed toward intervention planning, capacity building, evaluation of existing staff, professional development, and implementation of the intervention model.

The Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) that comprise IARSS have a proven track record of success in meeting the objectives of working with underperforming schools. The ROE/ISCs have experience working with underperforming schools who meet the criteria of this proposal through delivering support, coaching and technical assistance in underperforming schools who are striving toward academic improvement. The ROE/ISC's specifically work with the schools that are identified in academic difficulty as result of not meeting Adequate Yearly Progress (AYP) and are on the State/Federal Academic Early Warning (AEW) and Academic Watch (AW) status lists.

IARSS is a legal entity with adequate financial, organizational, and technical resources to undertake all of the activities proposed as a Lead Partner to the Illinois Partnership Zone.

3. Service Area and Capacity Limitations: Using the geographic regions designated at http://www.isbe.net/sos/pdf/respro_map.pdf, indicate each region in which the applicant is willing to serve as either a Lead and/or Supporting Partner. Specifically describe and fully explain any limitations on the applicant's capacity to meet all of the requirements of the Lead and/or Supporting Partner duties. (For example, an applicant may be willing to serve as a Lead Partner in one or two of any five districts that may be eligible in a chosen region, but only have capacity to implement an intervention model in three new schools commencing in the 2010-11 school year.) If the applicant's capacity to fully serve eligible districts within a region is limited, the applicant must explain how priority for services will be determined (e.g., first-come first-served, priority for schools with certain characteristics, priority given to districts offering certain autonomies in implementation).

The applicant is willing to serve in any region in the state of Illinois as a LEAD Partner. There are no limitations on the applicant's capacity to meet all of the requirements of the LEAD Partner duties.

WORK PLAN: ILLINOIS PARTNERSHIP ZONE: LEAD PARTNER

Lead Partner – will lead and oversee the implementation of the intervention model.

The applicant’s response to the applicable requirements of this RFSP combines in the following order Appendix C (Work Plan Requirements: Lead Partner) and Appendix A (Transformation Criteria).

1. Needs Assessment (Work Plan)
2. Community Involvement (Work Plan)
3. Intervention Plan (Work Plan)
4. School Culture and Climate (Transformation Criteria)
5. Comprehensive Instructional Reform Strategies (Transformation Criteria)
6. Intervention Plan (Work Plan – a. Educational Program)
7. Developing Teacher and School Leadership (Transformation Criteria)
8. Intervention Plan (Work Plan – b. Leadership, Staffing, and Professional Development)
9. Extending Learning Time (Transformation Criteria)
10. Providing Operating Flexibility (Transformation Criteria)
11. Intervention Plan (Work Plan – c. Physical Learning Environment)
12. Building Capacity for Sustained Improvement (Work Plan)
13. Outcomes-Based Measurement Plan (Work Plan)
14. Non-operational Support Functions (Work Plan)
15. Fiscal Status Reporting (Work Plan)

Work Plan Requirements: Lead Partner

Work Plan 1. Needs Assessment

Activities	Timeline
<p>The process to be used to carefully analyze a school's current programs to ensure coherence and a match between improvement priorities and budgeting will be to:</p> <ol style="list-style-type: none"> 1. Establish a school-wide leadership team (comprising school personnel and parents/community representatives) for the purpose of analyzing the school's performance and identifying needs or concerns negatively impacting student achievement. 2. Work with the school-wide leadership team in clarifying the vision/focus of the intended low-performing school “turn around.” 3. Identify data sources for a comprehensive needs assessment. 4. Choose tools for comprehensive assessment (e.g., assesses data on student performance, school climate, course selection and enrollment, program of interventions) – see Needs Assessment Instruments Bibliography at http://www.wmich.edu/sampi/bib-needs-assessment-instruments.html. 5. Address issues of confidentiality and consent. 6. Conduct comprehensive needs assessments that include analyses of student achievement data relative to proficiency expectations. 7. Analyze and interpret evidence to define the problems (e.g., failure to meet learning standards, remedial needs, dropouts). 8. Create a school profile of strengths and weaknesses (including status of current school initiatives and programs, existing federal and state grants, their parameters, and degree of implementation in the school). 	<p>FY 2010 ê</p>

<p>9. Disseminate the collected data and use to decide upon intervention plan to implement.</p> <p>Describe the framework proposed for undertaking this needs assessment, particularly at the school level, which should include the information to be collected and the persons to be involved (including parents and the community).</p> <p>One of the primary goals for an assessment framework is to establish a vocabulary of assessment terms so that all school/community stakeholders may easily understand the discussion and presentation of learning effectiveness data. The Lead Partner will lead and oversee the creation of an assessment framework for the turn around school that aims to outline a process for measuring how well the school is functioning that all stakeholders will be able to understand.</p> <p>The framework will be guided by the following questions:</p> <ol style="list-style-type: none"> 1. What are the expected outcomes for the school's educational programs? 2. What are the expected outcomes for the school's administrative and educational support services? 3. How well are the school's educational program and their support services achieving their outcomes? 4. What specific evidence exists that the school is or is not achieving its educational outcomes (i.e., performance measures)? 5. What are the challenges hindering the school's progress toward achieving its educational outcomes? 6. What leadership and staff issues need to be addressed? 7. What educational programs and services need to be implemented? 8. What educational programs and services need to be discontinued? <p>Information to be collected will include the review of:</p> <ul style="list-style-type: none"> • Student achievement outcomes (particularly, the absolute performance of the school on the State's assessments in reading/language arts and mathematics and the school's lack of progress on those assessments over a number of years); • Graduation rates, student postsecondary enrollment, preparation for the work force; • Strengths and weaknesses of school leaders, teachers, and other staff; • Curriculum, instruction, and formative assessments in place; • Programmatic and/or instructional strengths and weaknesses; • Professional development existent or non-existent for administrators, teachers, and other staff; • Use of technology as both an instructional delivery tool and acquirement of technological skills by students; • School improvement plan or reforms/interventions now in place; • School's ability to implement the proposed interventions; • Current policies and practices that may support or impede successful reform strategies; • Student demographics; • Type, extent, and/or satisfaction of family and community involvement with the school. 	<p>FY 2010 ê</p>
---	----------------------

<p>Persons to be involved in the needs assessment will include parents and community members, teachers, principals, other administrators and if appropriate, pupil services personnel, technical assistance providers, school staff, and students.</p>	
---	--

Work Plan: 2. Community Involvement and Engagement

Activities	Timeline
<p>The applicant intends to effectuate meaningful partnerships with parents and the community in which the school is located, including any formal partnerships with locally based organizations.</p> <p>Patterning after community school models such as the Harlem Children Zone (HCZ), Promise Neighborhoods, Community Schools Initiative, and England’s “core offer,” the Lead Partner will aggressively and actively work with the school and community by involving parents and community stakeholders in improving the social, emotional, physical, and educational development of their children and giving the school a central role in the community.</p> <p>As a guide, the applicant will lead and assist the turn around school in using the ISBE parental involvement analysis tool to develop meaningful partnerships with parents.</p> <p>To effectuate meaningful partnerships including any formal partnerships with locally based organizations, the applicant will guide and assist the school to:</p> <ul style="list-style-type: none"> • Design a high-performing “community school” that builds upon a strong academic program and uses the school space to provide a continuum of social, emotional, physical, and educational programs and services for all children at every developmental age; • Capitalize on the school’s physical space and access to students and families in order to deliver much needed services in a central, accessible location; • Complement those established school partnerships to align with proven school improvement strategies—effective teachers, challenging curriculum, and expanded learning time.; and • Integrate fully the work of the community partner organizations and agencies into the school culture (e.g., teachers trained to recognize student needs and refer students to the appropriate access points, parent education classes that reflect needs of students, families, and surrounding community, and after-school activities that reinforce lessons learned in the classroom). 	<p>FY 2010 – FY 2012 ê</p> <p>FY 2010 – FY 2011 ê</p>
<p>The extent to which community involvement and engagement will precede the implementation of the intervention model, and how community stakeholders will be integrated into the planning process will include.</p> <ul style="list-style-type: none"> • Creating a Community/School advisory board consisting of teachers, parents, 	<p>FY 2010 ê</p>

<p>the school principal, and community members charged with determining the needs of the school's community and selecting programs and services that meet those needs.</p> <ul style="list-style-type: none"> • Involving parents, community residents, institutions, and community stakeholders in strategically planning a community school that identifies high expectations and ensures that services are utilized that attain those expectations. • Developing the school as the hub for community-building activities while continually providing students with a strong academic program. • Identifying a "supporting community partner agency" to provide a full-time resource coordinator to operate as a contact point between the school and organization, students, parents, and other community members. • Coordinating extended services with needs identified in the school-based reforms. 	<p>FY 2010- FY 2012</p> <p>FY 2010</p> <p>FY 2010 – FY 2011</p>
<p>Current partnerships will be identified and used in the proposed school improvement efforts of the Lead Partner by:</p> <ul style="list-style-type: none"> • Identifying and partnering with available parent support groups connected with the furthering of the academic opportunities for students (e.g., Parent Teacher Association (PTA)/Parent Teacher Organization (PTO), parent advisory council) to communicate needs, promote participation, and support the community school. • Identifying and partnering with available nonprofit and local agencies in the school community (e.g., city service agencies, foundations, universities) that provide students with health care, academic enrichment, mental and behavioral health services, and other youth development activities (e.g., Boys and Girls Clubs, YMCA, YWCA, etc.) which can assist with the social, health, and educational development of their children. 	<p>FY 2010</p>
<p>The Lead Partner will integrate parents, the business community, community organizations, state and local officials, and other stakeholders into the services by their helping:</p> <ul style="list-style-type: none"> • Reach children in numbers significant enough to affect the culture of the community; • Transform the physical and social environments that impact the children's development; • Create a wide range of vital in-house health, education, and social services to ensure the children are physically, emotionally, and socially prepared to learn; • Offer after-school and other extracurricular programming that complements and supports the school's central academic mission; and 	<p>FY 2010 – FY 2012 è</p>

<ul style="list-style-type: none"> Evaluate program outcomes and create a feedback loop that cycle data back to management for use in improving and refining program offerings. 	FY 2011- FY 2012
<p>Specific tactics and strategies to engage parents, guardians, and family members in establishing and supporting a culture of high expectations will include:</p> <ul style="list-style-type: none"> Activating heavy parental involvement in the schools transformation and governance by membership, attendance at hearings, and volunteer activities. Creating a menu of programs and services to support students and families that include primary health care, dental care, family therapy, parent education, GED preparatory classes, employment and housing counseling, English as a Second Language classes, child care, and job training. Recruiting parents to be members of instructional leadership teams, adjusting meeting times to accommodate parents' work schedules, videotaping classroom instruction to share changes with parents, and providing childcare during parent-teacher conferences. Assisting family members in becoming involved with their children in a strong academic program that stands at the center of the community school strategy of nonacademic services and initiatives. 	FY 2011- FY 2012 ê
<p>System-wide strategies to be employed to listen and communicate with parents and the community about expectations for student learning and goals for improvement will include:</p> <ul style="list-style-type: none"> Involving parents, faith- and community-based organizations, health clinics, the police department, local business, city and state governments, school, and economic developers in creating a long-term business plan for design and implementation of the "community school." Extending the school hours and enlarging the school's role in the surrounding community (which would include expanding community access to the school facility). Utilizing a menu of communication media (newspaper, twitter, web site, blogs, meetings in school and community, etc.) to "give a strong ear" to the parents and community and create a two-way dialogue. Working with local businesses to extend the reach of the Internet to all families of the school community. Involving community members in consistent, continuous evaluation of the strengths and weaknesses of the services and programs established to join community and school together. 	FY 2010 – FY 2011 ê

Work Plan: 3. Intervention Plan

Activities	Timeline
<p>The grade level grouping proposed to be addressed by the intervention model will include <u>Tier I And Tier II elementary, middle, or high schools.</u></p> <p>The intervention plan will differ by grade level by the:</p> <ul style="list-style-type: none"> • Results of formative assessments of students across grade levels in subject areas addressed by the intervention plan; • Identified needs that are specific to grade level in terms of factors contributing to underperformance; • Intensity and duration of interventions which will likely increase throughout the grades; and • Illinois Learning Standards needing to be addressed. <p>Assumptions used for student enrollment at elementary, middle and high schools grade levels include:</p> <ul style="list-style-type: none"> • The projected population for each school will be based on the 08-09 number of students currently attending each school; • The population included in the projected enrollment in each attendance area will include only students living within the attendance area; • Some of the student enrollment will include homeless students, immigrants, and English Language Learners; • The population will likely be experiencing a higher than normal mobility rate; • Special education self-contained students will be assumed to be assigned to a school within their attendance area; • Attendance rates will increase incrementally at 5% per year as the schools improve; • Mobility rates/dropouts will decrease incrementally at 5-10% per year; and • Minorities and students in poverty will continue to represent a higher proportion of the school population. <p>and how increases or decreases in the number of students enrolled will affect the proposed services to be provided.</p> <p>Proposed services will be affected by increases/decreases in the number of students by impacting:</p> <ul style="list-style-type: none"> • Student-teacher ratio; • Intended and realistic outcomes of proposed services; and • Staffing patterns and budgetary projections. <p>List and address each of the “Transformation Criteria” in the order set forth in Appendix A, (SEE BELOW) providing specific and comprehensive detail about how the applicant intends to address each criterion. If the applicant’s intervention model does not address all of the “Transformation Criteria”, then describe how the applicant intends to work with the school district or another organization to effectively address the criterion or criteria missing from the applicant’s model in a manner integrated with the applicant’s services.</p>	

Transformation Criteria

Activities	Timeline
<p>1. School culture and climate. A school’s culture is one of the most difficult to describe and yet one of the most important elements in its success or failure in educating its students. The culture and climate of a school can be affected by factors from disciplinary problems and classroom rowdiness to educator pessimism or student apathy. Culture and climate, however, can most nearly be described as the sum of all perceptions and emotions attached to the school, both good and bad, held by students, faculty, administrators, parents, and the community-at-large. The Lead Partner will lead and oversee the implementation of initiatives and activities aimed at creating a positive school culture and climate conducive to the success of all children.</p> <p>A. Establish a safe, orderly environment that is free from threat of physical harm and conducive to teaching, learning, and school-wide programs and policies to help maintain this environment.</p> <ul style="list-style-type: none"> • Form a “safe, orderly environment” committee which consists of stakeholders from all perspectives, the community at-large, parents, school administration, teachers, and students. • Set in motion the process of a needs assessment with reference to current levels of safety, orderliness, and caring. • Review the school’s physical features (buildings and grounds); access to the school; safety policies and procedures, violence crisis plans, technological devices such as alarms and surveillance cameras, intrusions brought to school like firearms and other weapons, and communication procedures followed when security is breached. • Conduct an assessment of how safe students, teachers, school staff, and parents feel. • Develop a “safe school plan,” a multi-pronged strategy for changing the school culture, that is directed specifically at maximizing the school’s levels of safety, orderliness, and caring. • Include in the “safe school plan” a positive school culture component where staff and students emphasize respect for each other and where supports are in place to address behavior problems before they occur and to reduce the number of out-of-school suspensions and expulsions. • Initiate and fully implement approaches to improve climate and discipline such as a system of positive behavioral supports or steps to eliminate bullying and student harassment, including during unstructured times such as bus, lunch, hallway passing, and recess. • Create a comprehensive plan for communicating safe and orderly rules, guidelines, and practices. • Establish baseline measures for safety, orderliness, and caring against which to compare subsequent assessments of the climate for safety and orderliness. 	<p>FY 2010 – FY 2011 ê</p>

<p>B. Create a climate of high expectations for success.</p> <p>Where there exists high expectations for success, research has proven that all students will achieve at a high level and holding high expectations is a factor that is cited consistently in the school effectiveness literature as being critical to success (Teddlie & Reynolds, 2000; Creemers, 1994; Marzano, 2000). High expectations most closely align with the nature of effective schools because it is a necessary factor to helping low-achieving students perform to standards. The Lead Partner will lead and work with the leadership team to undertake initiatives that instill in students a belief that they can learn despite being in a low-SES school. The underlying components of this factor will include:</p> <ul style="list-style-type: none"> • Establishing a clear focus on setting academic goals at the individual, classroom, and school levels, • Mastering basic skills, • Holding high expectations for all students, • Using data to monitor student progress, and • Emphasizing clear, school-wide value on high achievement. 	<p>FY 2010 – FY 2012 ê</p>
<p>C. Clearly articulate the school's mission so that staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Activities will include:</p> <ul style="list-style-type: none"> • Building comprehensive data-based processes for staff to monitor each student's learning; • Holding regular staff meetings centered on student improvements and setbacks whereby teachers and staff compare notes on what is working when it comes to troubled students and where improvements are needed; • Developing a coordinated system of school-wide supports for students (pyramid of interventions or hierarchy of interventions); • Providing staff professional development to help teachers better understand children's developmental needs, how these relate to local circumstances, and research-based instructional interventions; and • Creating a variety of communications that reinforce the school's mission and celebrates the successes of student achievement. 	<p>FY 2010 – FY 2014 ê</p>
<p>D. Provide ongoing mechanisms for family and community engagement. Ensure that parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission. This will include:</p> <ul style="list-style-type: none"> • Creating effective parent involvement programs that include educating parents on how to work with their child at home (and were sustained over a period of time); • Assuring that teachers communicate regularly with parents (e.g., high levels of outreach – meeting face to face, sending materials parents can use at home to help their children, telephoning parents routinely, but also when there is a particular problem); 	<p>FY 2010 – FY 2014 ê</p>

- Linking the parent involvement programs to students' learning;
- Inviting parents to an open house in the fall and to conferences throughout the school year and making the necessary travel and child-care arrangements;
- Keeping parents or guardians informed of remediation opportunities for students who fall below standard;
- Encouraging and providing opportunities for parents and other people in the community to share their unique gifts and talents with the school;
- Utilizing the community as an education resource to the school's academic programs;
- Requiring teachers to maintain regular contact (e-mails, phone calls, written communications) with parents and guardians apprising them of progress reports on their children;
- Designing and using the school district's web site as a means of two-way communication with parents about programs, student activities and opportunities, and wrap-around services; and
- Forming business-school partnerships and other community-based wrap-around support services to help students stay in school and graduate.

E. Provide wrap-around services for low-income students so educators can focus on teaching and learning while ensuring students' social, emotional, and physical needs are met.

Community-based organizations play a critical role in providing much needed wrap-around services for low-income students. **The Lead Partner will work with school leaders in working with community-based organizations to create a full spectrum of free in-school and community-based wrap-around services** such as:

Community-based	In-school
Community-based <u>wrap-around</u> social service agency contacts for suicide prevention, substance abuse, relationship problems and issues, school problems, teen dating violence, anger management, conflict resolution, recreation and physical fitness, services for students' adult family members like multilingual parent centers.	In-school <u>wrap-around</u> services that can include adopt-a-student tracking program, "stand against violence" campaign which gives students the opportunity to unite in an effort to improve their school, and referral vouchers to attain more intensive clinical services (e.g., mental health) available in the community.

FY 2010 –
FY 2011
ê

Transformation Criteria

Activities	Timeline
<p>3. Comprehensive instructional reform strategies.</p> <p>The Lead Partner will lead and assist the school to invest in heavily using data to guide the practices of teaching and learning. Assistance will be provided for teachers to be trained on how to interpret test results and how to do structured reviews of student work. The degree of training received for usage of data, and the value teachers placed on the assessment results as indicating students' knowledge and ability are factors that affect the extent of data use.</p> <p>A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards.</p> <p>The Lead Partner will lead and assist the school to formulate and use formative assessments designed to provide an "early warning system on progress being made" toward meeting state standards. More specifically:</p> <ol style="list-style-type: none"> 1. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with Illinois Learning Standards. 2. Promote the continuous use of individualized student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students. <p>The assessments will be aligned with the relevant content and performance standards for each grade level and Illinois Learning Standards and linked to a data management system (data warehouse) intended to provide school staff with quick access to results.</p> <p>The instructional programs must include:</p> <p>è development and use of frequent formative assessments permitting rapid-time analysis, feedback, and targeted instruction;</p> <ul style="list-style-type: none"> • Assist in the development and use of measurable goals for student academic achievement and benchmarks for meeting those goals. • Create formative assessments that provide immediate feedback on the student performance with comprehensive, research-based, instructional programs. • Create a menu of targeted instructional interventions in various curricular areas that address student achievement problems. <p>è other data-driven instructional systems and strategies.</p> <ul style="list-style-type: none"> • Create a model data-driven instructional system that includes six component functions: data acquisition, data reflection, program alignment, program design, formative feedback, and test preparation. 	<p>FY 2010 – FY 2014 è</p> <p>FY 2010 – FY 2011 è</p> <p>FY 2010 – FY 2011 è</p>

- Recommend other strategies to collect a variety of data about the instructional program, such as student writing samples, teacher and class observations, survey-based climate data, and daily student assessments.

B. Differentiate instruction to meet students' needs, including personalized academic and non-academic support services.

Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments and non-academic support services that address the variety of learning styles, interests, and abilities found within a classroom. **The Lead Partner will lead and assist school leaders in:**

- assessing the extent to which differentiated instruction is occurring across the school;
- assessing faculty strengths and weakness in differentiating instruction;
- developing and delivering a professional development plan for faculty on moving from traditional to differentiated strategies and activities for instruction (see chart below);
- creating strategies for sharing among faculty “best practices” of differentiation found to be evident in the school; and
- identifying and creating non-academic support services that complement the learning needs of students.

TRADITIONAL CLASSROOM	DIFFERENTIATED CLASSROOM
1. Assessment at the end of a unit of study	1. Assessment is ongoing, diagnostic and influences instruction
2. Dominance of whole class instruction	2. Variety of instructional strategies and arrangements used within a classroom
3. Adopted textbooks are the main instructional resource	3. Multiple types of materials are utilized as resources
4. The teacher is the main problem solver	4. Students are actually engaged in solving problems
5. Quantitative focus to assignments	5. Qualitative focus to assignments
6. Commercially prepared worksheets are the primary method of practicing skills	6. Students use multiple methods of skill practice
7. Convergent questions dominate and single correct answers are rewarded	7. Questions are asked frequently by students as well as teachers, open-ended questions spark divergent thinking

C. Integrate all programs that have an impact on instruction:

The Lead Partner will lead and assist the school leaders in ensuring that systemically all structural components of the intervention model (recruiting, placing, and retaining leadership and faculty, job-embedded professional development, educational program, comprehensive assessment, continuous use of student data, schedules and instructional time, parent and community involvement) will be integrated with one another.

è Identify all state, district, and school-level instructional and professional

FY 2010 –
FY 2011
è

FY 2010 –
FY 2011
è

<p>development programs;</p> <p>The Lead Partner will lead and work with school leaders in offering data-driven professional development whereby the school's instructional and professional development is guided by teacher effectiveness data. This is the process whereby teachers use multiple sources of data to analyze whether what they are doing is working for their students and improve the way they teach so they can improve student learning. As teachers learn to link grades, scores, stories, evidence and shared discussions, richer forms of professional learning emerge.</p> <p>è Determine whether each program will be eliminated or integrated with the intervention model;</p> <p>The Lead Partner will lead and help the school leaders to:</p> <ul style="list-style-type: none"> • Use formative (through conducting walkthroughs, conversing with teachers and students, assessing availability and use of supportive materials/practices) and summative assessments to determine the extent to which a given curricular or instructional program is effective as a delivery to student learning. • Assess the academic results of students who are part of the curricular or instructional program (Are the curriculum and instructional practices having a significant impact on increasing student performance?). • Chose another program if assessments indicate that a particular program appears ineffective. • Integrate a particular program if assessments indicate that it is effective with other components of the intervention model (curriculum, instruction, assessment, professional development). <p>è Ensure all remaining and new programs directly align with the objectives and structure of the intervention model.</p> <p>The Lead Partner will lead and work with the school leadership team in continually and systematically reviewing all remaining and new programs to assure that they directly align with the objectives and structure of the intervention model (including recruiting, placing, and retaining leadership and faculty, job-embedded professional development, educational program, comprehensive assessment, continuous use of student data, schedules and instructional time, and parent and community involvement).</p>	<p>FY 2010 – FY 2011 è</p> <p>FY 2010 – FY 2012 è</p>
---	---

Work Plan Requirements

Activities	Timeline
<p>a. Educational Program: Provide a detailed description of the proposed curriculum and assessment program, which must address all of the comprehensive instructional reform strategies contained in Appendix A; be reflective of best practices; define clear expectations for student learning (i.e., essential knowledge and skills);</p> <p>The proposed curriculum will include:</p> <ul style="list-style-type: none"> • New graduation requirements over four years that any student who enters high school as a ninth-grader in the 2008-09 and beyond has to take as the minimum number of courses during high school (see ISBE November 2007 <i>Guidance Document on State Graduation Requirements</i>). • The Illinois Learning Standards (ILS) which define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. • The American Diploma Project's (ADP) English and math benchmarks that define the knowledge and skills high school graduates need to be successful. • The college- and career-readiness standards in English-language arts and mathematics that are part of the Common Core State Standards Initiative (still-under-development at the time of this writing). <p>The proposed assessment program will include:</p> <ul style="list-style-type: none"> • Locally developed classroom formative assessments • Prairie State Achievement Examination • Illinois Alternative Assessment (IAA) • ACCESS for ELLs™ - English Language Proficiency Test • Illinois Standards Achievement Test (ISAT) <p>and include:</p> <p>3.a.i: how the program will serve the needs of all enrolled students, including students with disabilities, English language learners (ELL), and homeless students. It will:</p> <ul style="list-style-type: none"> • Support teachers through professional development so they understand their responsibilities toward all students, provide meaningful access to the general education curriculum to students with disabilities, ELL, and homeless, and increase their ability to evaluate their own impact on student learning for all students. • Create mechanisms and protocols for early intervention (RTI) and highly individualized instruction based on formative assessment data that inform and influence instruction. • Deliver individualized education for all students, general and special education alike, that “normalize” special education in general and the IEP in particular. 	<p>FY 2010 – on ê</p> <p>FY 2010 – on ê</p> <p>FY 2010 – FY 2011 ê</p>

Work Plan Requirements

Activities	Timeline
<ul style="list-style-type: none"> • Lead to a school-wide plan for delivering safe and supportive environment in which students with disabilities, ELL, and homeless feel comfortable participating as full members of the classroom. • Establish among general education teachers and school leadership a common sense of ownership and responsibility through communications, planning, and training for the academic performance of all of their students, including students with disabilities. <p>and include detail about:</p> <ul style="list-style-type: none"> è how the program will provide students with disabilities a free, appropriate public education in the least restrictive environment; <ul style="list-style-type: none"> • Express a core commitment by school leaders to incorporate children with disabilities in the overall school program. • Develop guidelines and protocols that specifically result in a core commitment to incorporating children with disabilities in the overall school program. • Commit to the tenets of the IDEA (i.e., free appropriate public education and least restrictive environment) beyond basic compliance and embrace the spirit of the law to provide meaningful and inclusive services to students with disabilities. <p>è how the program will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues;</p> <ul style="list-style-type: none"> • Articulate a belief that all children can learn. • Outline a commitment to students in at-risk situations or with unique learning needs in program descriptions. • Offer programs that focus on highly individualized learning plans for all students. • Create or participate in community and business programs/partnerships that support at-risk students (e.g., Boys and Girls Club, police, YWCA/YMCA). • Implement vigorous early intervention efforts (RTI) to decrease referrals to special education; • Mobilize resources outside of school (e.g. Medicaid funding, social services, etc) to meet individual students' needs more effectively. 	<p>FY 2010 on è</p> <p>FY 2010 on è</p>

Work Plan Requirements

Activities	Timeline
<p>è how the proposed program will identify and meet the needs of ELL students, including curriculum and instructional program/practices to accommodate this group</p> <p>The proposed program will identify the needs of ELL students by administering assessment tools (e.g., IDEA Proficiency Test (IPT I & II), Language Assessment Battery, Language Assessment Scales (LAS), Maculaitis Assessment Program, Woodcock-Munoz Language Survey, and Stanford English Language Proficiency (SELP) that will help teachers identify language, literacy, and academic competencies in ELL.</p> <p>The proposed program will meet the needs of ELL students by:</p> <ul style="list-style-type: none"> • Concentrating not solely on teaching English, but English Language Development. • Utilizing general teaching practices that reinforce the principle that students' languages and cultures are resources for further learning. • Incorporating content and English language proficiency standards for ELLs into Bilingual, ESL and mainstream teachers' daily lessons. • Developing and offering an intensified span of teaching of the English language for beginning through intermediate proficiency ELL students and for early advanced or advanced proficiency students. • Offering a menu of instructional models to satisfy the needs of ELL students: <ul style="list-style-type: none"> è Transitional Bilingual Education, early exit (1-2+ years): Establishes an academic foundation in both languages but does not aim for full bilingualism. è Transitional Bilingual Education, Late Exit (6+ years): Aims for full academic proficiency in both languages, developing bilingualism and bi-literacy. è Dual Language Immersion, 2-way: Classes consist of both native English speakers and ELLs. Aims to establish academic competence, bilingualism, and bi-literacy in two languages. è Dual Language, 1-way: Classes consist solely of ELLs, with the same goals as 2-way immersion. è ESL Content-Based: Full Time with Supplemental Teachers: Students spend the majority of the day with an ESL-certified teacher. è ESL Pullout: ELLs take a class taught by an ESL-certified teacher outside of the regular classroom. 	<p>FY 2010 on è</p>

Work Plan Requirements

Activities	Timeline
<p>è 3. a. ii. The school calendar (number of days) and school day (hours of instruction) necessary to support the proposed educational program.</p> <p>The Lead Partner will lead and work with the school leadership team in moving toward an expanded school calendar and school day. More specifically, it is recommended to:</p> <ol style="list-style-type: none"> 1. expand the school day from 8:00 a.m. to 6:00 p.m. 2. expand the school calendar to a year round school schedule. 	<p>FY 2010 – FY 2011 è</p>
<p>è 3. a. iii. how the curriculum will be designed to challenge and meet the needs of each student, reflect a commitment to equity and demonstrate an appreciation of diversity;</p> <ul style="list-style-type: none"> • Provide professional development for staff through the <u>Equitable Classrooms Practices Institute (ECPI)</u> to promote awareness and strategies for positive socialization of students. • Involve administrators and staff to conduct classroom walkthroughs using the <i>Observation Guide for Equitable Classroom Practice</i> developed by The Education Alliance at Brown University to create awareness and discussion of best equity classroom practices. • Conduct an environmental survey to examine the school’s physical environment and how it nurtures an appreciation of diversity (http://www.seattleschools.org/area/equityandrace). • Work with the parents and community in creating events and recognition programs highlighting diversity. 	<p>FY 2010 – FY 2011 è</p>
<p>è 3. a. iv. how the applicant will coordinate and ensure ready access to instructional technology, information and media services, and materials necessary for effective instruction;</p> <p>The Lead Partner will take the lead and assist school leaders in providing the technology and supplemental materials for effective instruction by:</p> <ul style="list-style-type: none"> • Working with the parents and community groups in establishing resource sites throughout the community (e.g., library, YWCA, YMCA, Boys and Girls Clubs) that can house and make available technology for use by students. • Writing grant proposals the will provide funding for software and hardware needs of the school. • Securing technology from local businesses and industries willing to donate hardware/software. 	<p>FY 2010 – FY 2011 è</p>
<p>è 3. a. v. the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations and student learning, including school-wide student discipline policies integral to the program;</p> <p>Refer above (pages 7-9) to School Culture and Climate (section B) under the Transformation Criteria.</p>	

Transformation Criteria

Activities	Timeline
<p>è 3. a. vi. how the program will address student transitions throughout the P-20 spectrum. For elementary schools, this effort must include a focus on establishing early learning programs for underserved areas and populations.</p> <p>The Lead Partner will lead and assist school leaders in addressing student transitions throughout the P-20 by:</p> <ul style="list-style-type: none"> • Creating and facilitating a P-20 Coalition comprised of gatekeepers representing higher education, business/industry, the community-at-large, the state board of education, community colleges and the K-12 public schools. This group would work together to: <ol style="list-style-type: none"> 1. Create opportunities for ongoing articulation among P-12, community colleges, and universities. 2. Support the design and implementation of proficient and advanced standards for all students in the P-20 continuum. 3. Establish cross-institutional partnerships that will publicly disseminate valid reports on the need to improve the P-20 educational continuum. 4. Create a holistic reform effort to coalesce existing and new efforts to establish of a seamless education system for the P-20 continuum. 5. Establish early learning programs with the goals¹ of: <ul style="list-style-type: none"> • Expanding access to high quality early childhood development programs for all at-risk children under three years of age; • Improving the quality of infant toddler child care, programs, and services; and • Improving coordination across infant toddler programs and services at the state and local levels. <p>(¹see ISBE web site at http://www.illinois.gov/gov/elc/goals.cfm).</p>	<p>FY 2010 – FY 2011 è</p>
<p>3. a. vi. Discuss how intervention models in elementary schools will be integrated with high school interventions, and vice versa.</p> <p>The Lead Partner will take the lead in convening school leadership representation from both levels to assure integration of the intervention models. Focus of discussions would be around articulation and collaboration agreements between the levels of schools to the implementation of components of the interventions (scope and sequence of curriculum, instruction, assessment, scheduling, remediation, and transitions).</p>	<p>FY 2010 – FY 2011 è</p>

<p>3. a. vi. For high schools, discuss the partnerships to be formed with community college districts and colleges and universities to address barriers to postsecondary access. This will be achieved by:</p> <ul style="list-style-type: none">• Utilizing the P-20 Coalition (see above 3. a. vi.) to create a vision for narrowing the achievement gaps among all groups, and ensuring that all learners receive the same opportunities to acquire lifelong skills necessary for the workplace.• Establishing initiatives that increase the success rates of all learners at all levels of the education continuum, with particular focus on low-income and minority students.• Seeking to increase students' postsecondary entrance and completion rates by ensuring the alignment of high school, technical, community college, college and university curriculums.	<p>FY 2010 – FY 2011 ê</p>
--	------------------------------------

Transformation Criteria

Activities	Timeline
<p>2. Developing teacher and school leader effectiveness.</p> <p>School turnarounds are, at their core, a people-driven strategy. Unlike many other reforms in public education, the success of a turnaround effort hinges to a large degree on the skills and capacity of a leader, and the talents and cooperation of his or her staff. The school leadership is very outward in its commitment to a performance culture. The Lead Partner will take the lead and work with the school in developing and increasing teacher and school leader effectiveness.</p> <p>A. Designate a principal or other school-level leader who will act as an instructional leader. Depending on the intervention model, the "school-level leader" may be a principal designated by the district, a leader working under the direction of a Lead Partner, or a person hired by the Lead Partner.</p> <p>The model must either:</p> <ul style="list-style-type: none"> è Replace the principal who led the school prior to commencement of the transformation model; or <p>The decision to replace a principal prior to the commencement of the transformation model will largely depend on the needs assessment that includes the degree to which the school principal is seen as effective/ineffective in terms of his or her capability as an instructional leader to direct a turnaround effort.</p> <ul style="list-style-type: none"> • If the principal is found as ineffective, that individual will be dismissed from his/her duties. • If the principal is not found as ineffective, a fair and consistent method (described) below will be used to evaluate his/her effectiveness as an instructional leader for the intervention. <p>è Use a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.</p> <p>The Lead Partner will lead and work with the school leadership team to fairly evaluate the effectiveness of the school principal according to the following key leadership actions found among highly effective principals who drive teacher effectiveness and student learning outcomes¹:</p> <ol style="list-style-type: none"> 1. Ensures rigorous, goal- and data-driven learning and teaching; 2. Builds and manages a high-quality staff aligned to the school's vision of success for every student; 3. Develops an achievement- and belief-based school-wide culture; 4. Institutes operations and systems to support learning; and 5. Models the personal leadership that sets the tone for all student and adult relationships in the school. <p>¹(<i>The Urban Excellence Framework</i> from New Leaders for New Schools)</p> <ul style="list-style-type: none"> • Gather input from the various stakeholders (staff, students, parents, community) with an interest in the leadership in the school. 	<p>FY 2010 è</p> <p>FY 2010 è</p>

<ul style="list-style-type: none"> • Review student performance data. • Take action on continued support of the principal, development of a professional leadership development plan for continued growth, or removal from the position. <p>B. Over the course of the intervention, the school must make a transition to a distributed leadership model with a highly capable leadership team working to build a cohesive, professional teaching culture. The plan for a distributed leadership team must include the school-level leader and teachers with augmented school roles.</p> <p>The Education Commission of the States defines distributed leadership as “the delegating of leadership responsibilities to other competent staff members, the creation of a team of leaders (distributed leadership team comprised of the school-level leaders and teachers with augmented school roles) that share in the school’s work load and leadership responsibilities, or the explicit use of teacher leadership to provide functions of instructional leadership, staff development and staff mentorship.”</p> <p>Expected in the turnaround school is a transition to a distributed leadership model that:</p> <ul style="list-style-type: none"> • Provides opportunities for teacher leaders to lead professional development through professional learning communities. • Trains teacher leaders to facilitate meetings, analyze and interpret student test data take on leadership responsibilities at the request of the principal. • Engages teacher leaders in decision-making and planning for curriculum, instruction and assessment. Involves teacher leaders in assuming management responsibilities that provide a culture for teaching and learning. <p>The plan for the distributed leadership model is:</p> <ul style="list-style-type: none"> • To develop model distributed leadership teams and communities in the turnaround school. • To develop effective teacher leaders with augmented school roles and capacity who can support the principal in achieving and sustaining building-level instructional leadership. • To utilize other leadership building strategies including professional learning communities and coaching to support distributive leadership teams and achieve improved instructional focus and student outcomes in the turn-around school. <p>C. In coordination with the Lead Partner, the district and school-level leader must use evaluations that are based in significant measure on student growth:</p> <ul style="list-style-type: none"> è to improve teachers' and school leaders' performance; è identify and reward effective performance; and è identify and address ineffective performance. 	<p>FY 2010 – FY 2011 è</p> <p>FY 2010 – FY 2012 è</p>
---	---

The district and school-level leadership in **coordination with the Lead Partner**, will:

- Foster in early communications a compelling vision (goals and expectations of all in achieving a results-oriented environment) in which each staff member is held to a high standard of excellence and positively contributes to the turnaround.
- Assure that policies waived to shorten the timeline for evaluations, expedited processes for performance-based dismissal decisions, and termination hearings are followed.
- Create a strong performance appraisal system that clearly identifies a direct correlation of evaluation of teacher performance with student learning and achievement, including what is expected of teachers and where they need to improve.
- Provide school leaders training in performance appraisals and termination processes.
- Assure that policies are waived on seniority and tenure protections, shortening of the timeline for evaluations, expediting processes for performance-based dismissal decisions, and quickening of termination hearings.
- Bring together a team of specialists familiar with the rules and regulations that govern staff dismissals locally and would be available to provide hands-on help to the principal as he/she deals with underperforming employees.
- Conduct multiple performance appraisals (multi-gathering of multi-faceted performance data) and thoroughly document evaluation outcomes to inform decisions about who should stay and who should go.
- Conduct targeted evaluations with the burden of proof for continued employment on staff members.
- Gather a variety of data about the staff to inform decisions about who should be retained and who should be released.
- Examine performance improvements to spur voluntary departures and assist in making informed decisions about dismissals.
- Put into place pedagogical support (mentors, coaching, training) that can help the teachers improve their instructional practices.
- Make swift decisions when unsatisfactory performance cannot be improved.

D. Provide relevant, ongoing, high-quality **job-embedded professional development**.

Job-embedded professional development refers to formal and informal learning that takes place during the course of one's work, where daily access to necessary materials, knowledge, and assistance are readily available.

<p>The Lead Partners will lead and work with the school leadership in delivering relevant, ongoing and high-quality job-embedded professional development that will include:</p> <ul style="list-style-type: none"> • Faculty Study Groups - group of people interested in collegial study and action. • Action Research - Teacher researchers research student learning challenges or the effectiveness of new practices, for example. • Mentoring – a dyadic, face-to-face, long-term relationship between a more experienced individual known as the mentor, and a less experienced individual, called a mentee or protégé, that fosters the mentee’s professional, academic, or personal development. • Peer coaching – a professional development strategy that enables educators to consult with one another, discuss and share teaching practices that increase student learning, observe one another's classrooms, promote collegiality, and support and help ensure quality teaching for all students. • Professional Learning Community - type of study group that usually focuses on a particular issue or problem in depth over a period of time. <p>E. Implement strategies designed to recruit, place, and retain high-quality staff, including intensive induction and mentoring support for teachers (See write-up below on page 25).</p>	<p>FY 2010 – FY 2012 on ê</p>
--	---

Work Plan 3. b. Leadership, Staffing, and Professional Development

Activities	Timeline
<p>3. b. i. The Leadership Team must be comprised of qualified candidates who:</p> <ul style="list-style-type: none"> • Possess qualities that align with the organization’s values (concerned and committed to supporting the focus of the turnaround school). • Hold values and beliefs, such as a commitment to social justice and a belief that all children can learn. • Possess behavioral competencies, such as achievement orientation, a strong sense of self-awareness, and a commitment to continuous learning. • Exhibit a deep understanding of curriculum, assessment, and instruction, which fosters focused, professional learning. • Effectively and consistently demonstrate the role of lead learners within the learning community as a priority in their professional lives. • Understand and are actively involved in the analysis and utilization of data to discern student achievement and organizational productivity issues that need to be addressed. • Represent with high integrity and ethics the school community. <p>For models including Lead Partner selection of the principal, the proposal must:</p> <p>è Describe the responsibilities, qualifications, and level of experience required for principal candidates;</p> <p>Responsibilities required for principal candidates;</p> <ul style="list-style-type: none"> • Focus on a Few Early Wins: Choose a few high priority goals with visible payoffs and use early success to gain momentum, motivate staff, and disempower naysayers (examples might include achieving very high attendance and low disciplinary rates in the first two months of the school year; or huge leaps in learning progress in a targeted academic area, such as aiming by the end of the first semester to have 90 percent of fifth graders on track to make grade level by year’s end). • Break Organization Norms: Break rules and norms. Deviate to achieve early wins shows that new action gets new results. • Push Rapid-Fire Experimentation: Press a fast cycle of trying new tactics, discarding failed tactics, and investing more in what works. 	

Work Plan 3. b. Leadership, Staffing, and Professional Development

Activities	Timeline
<ul style="list-style-type: none"> • Get the Right Staff, Right the Remainder: Replace staff with some key leaders who help organize and drive change. For remaining staff, change is mandatory, not optional. Replace all or even most staff who are not cooperative or skilled. • Drive Decisions With Open-Air Data: Focus on data. Choose initial goals based on rigorous analysis. Report key staff results visibly and often. Require all staff who participates in decision making to share periodic results in open-air sessions, shifting discussions from excuse making and blaming to problem solving. • Ensure a Safe Learning Environment – put into place those safeguards at ensure that the school is a safe learning environment for students and staff. • Lead a Turnaround Campaign: Use a consistent combination of motivating and maneuvering tactics that include communicating a positive vision of success; helping staff personally feel the problems customers feel; working through key influencers; and silencing critics with speedy success. <p>Qualifications required for principal candidates;</p> <p>The following competencies are qualifications for a turnaround principal:</p> <ul style="list-style-type: none"> • Research Knowledge—has a solid grasp of the research about effective schools and the capacity to work with students from disadvantaged backgrounds. • Drives for Results—has a strong desire to achieve outstanding results and the task-oriented actions required for success. • Influences for Results—can motivate others and influence their thinking and behavior to obtain results. Realizes that he/she cannot accomplish change alone, but instead must rely on the work of others (distributive leadership). • Problem Solving—Uses data to inform decisions; makes clear, logical plans that people can follow; and ensures a strong connection between school learning goals and classroom activity. • Demonstrates Confidence to Lead— visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. • Previous Experience—has had prior success leading a school turn-around. • Servant Leadership –can draw on the expertise of specially-prepared 	

teacher leaders to help direct school improvement efforts.

Level of experience required for principal candidates;

Vast experience in education is of secondary importance to the candidate having the competencies outlined under qualifications above and the ability to engage in the types of actions described under responsibilities above.

Describe the **applicant’s plans for recruiting, hiring, and developing leaders** (i.e., principals, other administrators, teachers) for all schools in which the intervention model will be implemented;

- Develop an aggressive approach to recruitment that includes defining a compelling mission based on schools’ needs, setting clear targets for recruitment, communicating an attractive “value proposition, and engaging in a vigorous outreach.
- Develop selection criteria and a rigorous screening process.
- Identify and recruit principals and teachers from universities and other training organizations that prepare for school turn-around (see below).

FY 2010
on
ê

Principal Preparation Programs	Location(s)
Aspiring Leaders Program	San Diego
Boston School Leadership Institute	Boston
Building Excellent Schools	Atlanta, Chicago, Delaware, Denver, Miami, Fresno, Los Angeles, Milwaukee, Minneapolis, New York City, Oakland, Phoenix, San Diego, Washington, DC
KIPP School Leadership Program	Nationwide
Montgomery County Leadership Development Program	Maryland
National Institute for School Leadership	Nationwide
New Leaders for New Schools	Baltimore, San Francisco Bay Area, Chicago, Memphis, Milwaukee, New Orleans, New York City, Prince George’s County, Washington, DC
NYC Leadership Academy	New York
School Turnaround	Texas, Florida, Arkansas, New York, Virginia, Hawaii, Washington, North Carolina, Illinois, Connecticut
University of Virginia School Turnaround Specialist Program	Chicago, Philadelphia, Virginia,

- Identify and recruit teachers who have strong background (training, experience) in literacy, differentiation, and discipline (see below).
- Consider recruiting National Board Certified Teachers who are accomplished teachers to work in the hard-to-staff, low-performing school.
- Recruit potential teachers from proven alternative-preparation programs that encourage teachers to serve in low-performing schools by way of non-traditional routes.

FY 2010
on
ê

Work Plan 3. b. Leadership, Staffing, and Professional Development

Activities	Timeline																		
<ul style="list-style-type: none"> • Hold special recruiting fairs for low-performing schools earlier in the year than fairs for other district schools to hire high-quality applicants. • Offer special performance incentives for teachers who demonstrate great results with students. • Provide supported opportunities for teachers to experience professional development aligned to the turnaround school goals. 	FY 2010 on ê																		
<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Teacher Preparation Programs</th> <th style="text-align: left;">Location(s)</th> </tr> </thead> <tbody> <tr> <td>Academy for Urban School Leadership</td> <td>Chicago</td> </tr> <tr> <td>Benwood Initiative</td> <td>Chattanooga</td> </tr> <tr> <td>Center for Urban School Improvement</td> <td>Chicago</td> </tr> <tr> <td>Inner City Teaching Corps</td> <td>Chicago</td> </tr> <tr> <td>New Teacher Center</td> <td>California, Alaska, Arizona, Hawaii, Illinois, Mississippi, New York, Tennessee, Virginia, Wisconsin</td> </tr> <tr> <td>Teach For America</td> <td>Atlanta, Baltimore, Bay Area, Charlotte, Chicago, Connecticut, Denver, Eastern North Carolina, Jacksonville, Kansas City, Greater New Orleans, Hawaii, Houston, Indianapolis, Las Vegas Valley, Los Angeles, Memphis, Metro DC, Miami-Dade, Mississippi Delta, Newark, New Mexico, New York City, Greater Philadelphia-Camden, Phoenix, Rio Grande Valley, South Dakota, South Louisiana, St. Louis</td> </tr> <tr> <td>The New Teacher Project</td> <td>Nationwide</td> </tr> <tr> <td>Woodrow Wilson Indiana Teaching Fellowship</td> <td>Indiana</td> </tr> </tbody> </table>	Teacher Preparation Programs	Location(s)	Academy for Urban School Leadership	Chicago	Benwood Initiative	Chattanooga	Center for Urban School Improvement	Chicago	Inner City Teaching Corps	Chicago	New Teacher Center	California, Alaska, Arizona, Hawaii, Illinois, Mississippi, New York, Tennessee, Virginia, Wisconsin	Teach For America	Atlanta, Baltimore, Bay Area, Charlotte, Chicago, Connecticut, Denver, Eastern North Carolina, Jacksonville, Kansas City, Greater New Orleans, Hawaii, Houston, Indianapolis, Las Vegas Valley, Los Angeles, Memphis, Metro DC, Miami-Dade, Mississippi Delta, Newark, New Mexico, New York City, Greater Philadelphia-Camden, Phoenix, Rio Grande Valley, South Dakota, South Louisiana, St. Louis	The New Teacher Project	Nationwide	Woodrow Wilson Indiana Teaching Fellowship	Indiana	
Teacher Preparation Programs	Location(s)																		
Academy for Urban School Leadership	Chicago																		
Benwood Initiative	Chattanooga																		
Center for Urban School Improvement	Chicago																		
Inner City Teaching Corps	Chicago																		
New Teacher Center	California, Alaska, Arizona, Hawaii, Illinois, Mississippi, New York, Tennessee, Virginia, Wisconsin																		
Teach For America	Atlanta, Baltimore, Bay Area, Charlotte, Chicago, Connecticut, Denver, Eastern North Carolina, Jacksonville, Kansas City, Greater New Orleans, Hawaii, Houston, Indianapolis, Las Vegas Valley, Los Angeles, Memphis, Metro DC, Miami-Dade, Mississippi Delta, Newark, New Mexico, New York City, Greater Philadelphia-Camden, Phoenix, Rio Grande Valley, South Dakota, South Louisiana, St. Louis																		
The New Teacher Project	Nationwide																		
Woodrow Wilson Indiana Teaching Fellowship	Indiana																		
<p>the applicant’s strategies to retain high-quality staff include:</p> <ul style="list-style-type: none"> • Providing ongoing special professional development for urban teaching (e.g., knowledge of community and culturally relevant pedagogy that will enable them to teach effectively and to work well with their students and colleagues). • Establishing a mentoring/coaching system of supports from more experienced colleagues (with emphasis on cultural competence and differentiated instruction). • Offering staff opportunities for knowing students better (i.e., through more flexible schedules and advisory classes). • Ensuring supportive working conditions for teachers, including access to state-of-the-art technology and adequate facilities and resources. • Granting additional resources and materials so that teachers can create more diverse learning opportunities for their students. • Addressing class size to assure staff has a reasonable student load. • Offering retention bonuses for remaining in position. 	FY 2010 on ê																		

Work Plan 3. b. Leadership, Staffing, and Professional Development

Activities	Timeline
------------	----------

<p>the applicant's plans for determining and measuring the effectiveness of the principal and other members of the leadership team.</p> <p>The Lead Partner will lead and work with the school to:</p> <ul style="list-style-type: none"> • Establish very clear performance goals for attaining a results-oriented environment with the principal and leadership team and data to be gathered for the evaluation process. • Establish benchmarks in student achievement (e.g., standard achievement test results, reduced drop-outs, graduation rate) against which to measure the performance goals of the leadership from the principal and leadership team. • Gather input for initial year on a quarterly basis from the various stakeholders with an interest in the leadership in the school. • Review student achievement results to determine if principal and leadership team are turning the school around. • Take action on continued support of the principal and leadership team, development of a professional leadership development plan for continued growth, or removal from the positions of principal and leadership team. <p><u>For the items below, the applicant opts to <u>take an active role in the selection of the school principal.</u></u></p> <p>For models that do not include Lead Partner selection of the principal, the proposal must describe how the Lead Partner will work with the district and, as applicable, other organizations to:</p> <p>Not applicable</p> <p>If applicable, use a fair and consistent method to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention; and</p> <p>Not applicable</p> <p>If a new principal will be hired, identify and hire a proposed principal candidate for each school at the earliest possible stage in the process.</p> <p>Plans for recruiting and hiring a new principal is described above under 3. b. i., page 24. (Describe the applicant's plans for recruiting, hiring, and developing leaders (i.e., principals, other administrators, teachers) for all schools in which the intervention model will be implemented)></p> <p>3. b. ii. If applicable, describe the fair and consistent method that will be used by the leadership team to evaluate staff members' ability to effectively participate in the intervention model, and ensure that staff members make a concerted choice</p>	<p>FY 2010 – FY 2011 ê</p> <p>FY 2010</p>
--	---

<p>to work at the school. For models that do not include Lead Partner evaluation of staff, the proposal must describe how the Lead Partner will work with the district and, as applicable, other organizations to conduct such an evaluation.</p>	
<p>The applicant proposes being directly involved in the evaluation of staff members' ability to effectively participate in the intervention model.</p>	
<p>The Lead Partner will lead the effort to:</p> <ul style="list-style-type: none"> • Create a task force autonomous from the school (district administrators and teachers outside of the school itself and outside consultants) and union rules and charge them with developing an evaluation system that includes clear job expectations, tasks and responsibilities, and clear and measurable annual outcomes. • Include student test scores as a significant factor along with other multiple measures in evaluating teachers on evidence about teacher planning, teacher assessment of student performance and modification of instructional methods, and working relationships with colleagues and parents. • Train the leadership team as the evaluators (work toward inter-rater reliability and consistency in data to be gathered and used in the evaluation of staff) in the intervention model. • Train the staff on understanding a common language about the professional standards and behaviors expected of them in participating within the intervention model. 	<p>FY 2010 ê</p>
<p>3. b. iii. Describe how the leadership team will collaborate with the faculty to set academic goals, develop and implement the curriculum, assess progress in meeting goals, and hold each other accountable for meeting such goals.</p> <ul style="list-style-type: none"> • Distributive leadership will be the key to the collaboration between the leadership team and faculty. It will be the interaction of leaders, teachers, and the situation as they together address issues, make decisions, and share ideas that influence instructional practice and other operations of the school. • The leadership team will work with faculty in five specific areas: (1) establishing the academic goals for the school; (2) developing the curriculum that is aligned to state standards and common core standards; (3) implementing the curriculum with benchmarks to determine success in student achievement; (4) designing differentiated instructional deliveries to meet student needs and learning styles; and (5) identify the formative assessments to determine if benchmarks are attained. • Bi-monthly meetings will be facilitated by the leadership team requiring a review of classroom by classroom progress in students meeting the benchmarks. • Collaboratively the leadership team and faculty will plan and oversee interventions designed to address where students are not achieving benchmarks in academic achievement. 	<p>FY 2010 – FY 2011 ê</p>

Work Plan 3. b. Leadership, Staffing, and Professional Development

Activities	Timeline
------------	----------

<p>3. b. iv. Describe the staffing model for the program, including all academic and nonacademic personnel, and the number and types of positions, and discuss the process to be used to assign staff based on the needs identified and the qualifications staff possess.</p> <p>The Lead Partner will lead and work with the school leadership team in taking a five-pronged staffing model approach to ensure that the school opens fully staffed with the highest-quality candidates possible:</p> <ol style="list-style-type: none"> 1. Tap into and maximize the district's existing applicant pool of high-quality candidates for both academic and nonacademic positions. 2. Supplement the district's recruitment efforts to strengthen the applicant pool in shortage subject areas. 3. Eliminate or minimize policy barriers that impede early, efficient hiring and placement. 4. Build capacity of principals and other school-based staff to hire teachers and nonacademic personnel early and selectively. 5. Provide individualized staffing support and assistance to schools. 	<p>FY 2010 ê</p>
<p>4. b. v. Provide a comprehensive, school-level organizational chart showing lines of authority among school leadership staff (i.e., principal/instructional leader and other key leaders) and staff member and faculty.</p> <p>See page 51.</p>	<p>FY 2010</p>
<p>3. b. vi. Detail plans to offer performance-based incentives to attract, retain, and reward staff who are directly tied to the program's mission, student achievement, performance indicators, and growth.</p> <p>The Lead Partner will lead and work with the school leadership team in developing a performance-based incentive program. This program will comprise a value-added model of assessment that rewards outcomes as reflected in student performance and the formation of replicable best practices. In other words, staff will be rewarded for generating growth in student performance at all levels. The performance-based incentives fall into two categories.</p> <ol style="list-style-type: none"> 1. Student Achievement Performance-Based Incentives – staff are rewarded for improving student performance at three levels: the individual student, the classroom, and school-wide. 2. Leadership Performance-Based Incentives – staff can earn incentives by taking on additional leadership roles related to the intervention model. A main way to earn a leadership performance-based incentive will be to participate in a peer review program 	<p>FY 2010 – FY 2011 ê</p>

<p>designed to encourage sharing of practices that are ready for replication.</p> <p>The school sets performance targets annually for individual students, classrooms, and the entire school. The leadership team collaborates with the staff in developing plans to meet those targets, including identifying professional development to help teachers and principals meet the targets.</p> <p>Individualized Achievement Plan (IAP) – each student has an IAP. Created at the beginning of the school year by teachers with guidance from the principal, the IAP documents the student’s academic strengths and gaps and establishes specific achievement targets for the year. The IAP development process is collaborative and designed to help teachers identify their support needs at the beginning of the school year.</p> <p>Classroom Improvement Plan (CIP) – concurrent with the creation of IAPs, teachers, teacher leaders, and the principal establish achievement targets for each classroom and incorporate them into CIPs. The CIPs integrate relevant school and teacher plans regarding curricula, professional development, and other factors.</p> <p>School-Wide Achievement Plan (SWAP) – The principal with the leadership team establish school-wide achievement targets based on assessment data with consideration of the school’s plans regarding curricula, professional development and other factors (e.g., the degree to which integration of new curricula, technology or professional development is expected to impact teaching and learning in the school). The school-wide achievement targets will be based on data and targets included in IAPs and CIPs, thus ensuring that teachers will have input in the process of setting school-wide achievement targets.</p> <p>Peer Review Compensation – in addition to compensation directly related to student performance, teachers and school leaders have the opportunity to earn incentives by producing suitable for replication peer-reviewed learning experiences. The peer review component helps foster a collaborative environment for sharing of best practices that can raise overall school performance.</p> <p>3. b. vii. Describe how the weekly and annual work schedule for teachers will provide adequate time for intensive professional development and</p>	<p>FY 2010 – FY 2012 on</p>
--	-------------------------------------

1. Develop and steward vision of student success;
2. Hire, allocate, and support quality staff;
3. Maximize content coverage in an aligned curriculum;
4. Monitor student progress;
5. Establish positive expectations for academic learning;
6. Maintain high visibility and involvement;
7. Promote student and teacher incentives;
8. Promote professional development and practice;
9. Develop a supportive work environment;
10. Forge home-school links.

(*1 Handbook on Restructuring and Improvement*, Center on Innovation and Improvement).

A needs assessment will identify the areas of professional development to be focused on during year one and further developed over the subsequent two years. Initial work will be done to ensure staff members have the capacity to ensure that the curriculum and formative assessments are aligned with the standards and with ISAT and PSAE. Professional development will be focused on practical skills that are used immediately in the classroom. A key to successful professional development will be equipping staff with the skills and tools to adapt and adjust instruction to ensure that students making progress, know when they are not, and re-teach in ways to ensure every student is making academic progress. Leaders will be provided with training and coaching to manage and lead in ways that enable and support restructuring, based on the research.

See three-year outline on page 33.

Professional Development	Year 1	Year 2	Year 3
Curriculum Alignment			

FY 2010 –
FY 2012
on
€

FY 2010 –
FY 2012
on

<p>parents.</p> <p>3. b. viii. Provide a tentative calendar/schedule that illustrates the allocation of time for professional development. Include the process that will be used to design, evaluate and improve professional development offered and ensure participation by all faculty and staff, as applicable.</p> <p>Tentative calendar/schedule for allocation of professional development will include:</p> <ul style="list-style-type: none"> è <u>Five-week period during the summer</u> allocated for professional development. è The Lead Partner will work with the school leadership team in restructuring the student school day for staff to have a <u>continuous three-hour block per week</u> for teacher-led collaboration (embedded professional development) to improve student learning (e.g., lesson study, observation of accomplished teachers and developing assessments). è A <u>one-hour faculty meeting will be scheduled each week</u> where performance progress reports are reported for individual students (IAPs), classrooms (CIPs), and the entire school (SWAP) and discussions intervention plans can be made. <p>Data will be used in the design, evaluation and improvement of staff development efforts for all faculty and staff, both for formative and summative purposes. Early in a staff development effort, the leadership team with guidance from the Lead Partner will decide what faculty and staff will learn and be able to do and which types of evidence will be accepted as indicators of success. The National Staff Development Council's Staff Development Standards (Context Standards, Process Standards, and Content Standards – visit http://www.nsdc.org/standards/index.cfm) will be used in guiding the design of staff development. An evaluation design, determined by the purpose for the evaluation, will enable the gathering of evidence throughout the change process to help make midcourse corrections to strengthen and improve the work of leaders and staff. It asks and answers significant questions, gathers both quantitative and qualitative information from various sources, and provides specific recommendations for future action.</p>	<p>FY 2010 – FY 2012 on è</p>
--	---

Transformation Criteria

Activities	Timeline
4. Extending learning time.	

<p>A. Provide more time for students to learn core academic content by:</p> <p>The Lead Partner will lead and work with the school leadership team in designing a longer school day to guarantee additional instructional time (this means creating a special contract that increases turnaround teachers' salaries). One proposed alternative is scheduling 10-hour days (students are in school for nine hours) with faculty required to work half-days on some Saturdays and teach three weeks of summer school. It is proposed that extra time teachers are paid 15% to 20% more than neighboring teachers in regular public schools.</p> <p>è increasing instructional time for core academic subjects during the school day;</p> <p>The Lead Partner will lead and work with the school leadership team to increase instructional time for core academic subjects (English, reading or language arts, mathematics, science).</p> <p>è allocating a significant amount of classroom time to instruction in the essential skills.</p> <p>Similarly, the Lead Partner will lead and work with the school leadership team to allocating a significant amount of the classroom time to instruction in the essential skills.</p>	<p>FY 2010 – FY 2012 è</p>
<p>B. Provide more time for teachers to collaborate.</p> <p>The Lead Partner will work with the school leadership team in restructuring the school day for staff to have a continuous three-hour block per week for teacher-led collaboration to improve student learning (e.g., lesson study, observation of accomplished teachers and developing assessments) as well as time for horizontal and vertical planning to improve instruction.</p>	<p>FY 2010 – FY 2011 è</p>
<p>C. Provide more time for enrichment activities for students.</p> <p>The Lead Partner will lead and work with the school leadership team to provide more time or opportunities for enrichment activities for students (e.g., instruction in financial literacy, internships or apprenticeships, service-learning opportunities) by partnering, as appropriate, with other organizations, such as universities, businesses, and museums).</p> <p>Extend or restructure the school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff.</p>	<p>FY 2010 – FY 2012 è</p>

Transformation Criteria

Activities	Timeline

5. Providing operating flexibility.

Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes. In particular, the school-level leader must have:

The Lead Partner will work with the school leadership team to give the principal increased authority to:

A. Select and assign staff to the school;

This will include the flexibility to:

- replace the school’s leadership and leaving other staff members in place (e.g., teachers, support staff)
- ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.
- release teachers not carrying their load of responsibility in the intervention model.

B. Control school calendar and scheduling;

This will include the flexibility to:

- Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, or increasing instructional time for core academic subjects.
- Provide more time for teachers to collaborate for enrichment activities for students (e.g., instruction in financial literacy, internships or apprenticeships, service-learning opportunities) by partnering, as appropriate with other organizations such as universities, businesses, and museums.
- Extending or restructuring the school days to add time for such strategies as advisory periods to build relationships between students, faculty, and other staff.
- Increase time for faculty professional development.

C. Control financial resources necessary to implement the intervention Model.

This will include the flexibility to:

- Allocate and shift funds within the school’s budget to meet specific needs found from the implementation of the intervention model.
- Implement a weighted, per-pupil school-based budget formula that allows for school to analyze the needs it has and support/match interventions to those needs.
- Provide additional compensation to attract and retain high-quality educators to the school or add positions.
- Distribute funds to support professional development for faculty and staff.
- Adjust teacher-student ratios.

FY 2010 –
FY 2011
ê

Work Plan: Physical Learning Environment

Activities	Timeline

3. c. Physical Learning Environment: Describe how a school's physical learning environment will be used to fulfill the vision and goals for the intervention model, and how the Lead Partner proposes to address facility needs.

Many studies are suggesting that by paying attention to the details of the physical learning environment, educators can enhance learning and ultimately, students' success at school. Also, amazing changes take place in the brain. How a teacher goes about structuring learning experiences will affect the strength and duration of those changes (Pat Wolfe, Brain Matters)

The **Lead Partner will take the lead and work with the school leadership team in the planning, design, and organization of the school's physical learning environment.** Emphasis will be on general guidelines for organizing space and materials to promote active learning and determine how the physical setting can contribute to an all exclusive learning experience for all children. Intended is the design a well-protected environment allowing for the safety and welfare of all students. The goal is to construct an optimum physical learning environment that encourages students to think creatively, problem-solve, make decisions, and expand their thinking skills.

In considering physical learning environment, attention will be given to classrooms, entries, student display space, "home base" and individual storage, laboratories, the arts, physical fitness, supervision, dispersed technology, outdoor spaces, dining areas, furnishings, flexible spaces, and lighting and ventilation. More specifically:

Lighting
A learning environment with natural, full-spectrum lighting will have positive effects on students' vision, general health, growth rates and concentration le

Noise
A learning environment with good acoustics and avoidance of loud noises can contribute to improved conversation, reading, thinking, or listening by students.

Air Quality and Temperature
Air flow and a constant room temperature of 68-72 degrees have been reported to enhance learning for most students.

Physical Space
Size of the physical classroom has influence on students' brains. When there is more space, teachers can design a variety of flexible areas. Smaller meeting and individualized work areas allow students to seek out comfortable safe places to work and get help.

Indicate whether the Lead Partner intends to implement a "Restart Model."
Under a Restart Model, the Lead Partner would close the school and re-open it under the Lead Partner's management. A Restart school must admit, within

FY 2010 –
FY 2011
ê

<p>the grade it serves, any former student who wishes to attend.</p> <p>The applicant needs to consider all four intervention models based on an in-depth analysis and study of data for the given school and decide which plan would assure success for the school. The applicant does not intend to implement a "Restart Model" unless the evidence indicates that this is the best option for improving that school's performance. The applicant would prefer to address the "transformational model" followed by the "turnaround model" as then next option. The "restart model" would be the choice before "school closure."</p> <p>Provide a detailed description of all subcontractors and partnership organizations that the Lead Partner will use in the implementation of its program and the process used for their selection.</p> <p>See pages 39-42.</p> <p>Provide evidence that the applicant has carefully vettted the partners and programs, obtained reasonable assurance of their efficacy, and only targeted program elements that further the objectives of the Intervention Plan.</p> <p>See pages 43-44.</p>	
---	--

SUBCONTRACTORS

3. c.

Provide a detailed description of all subcontractors and partnership organizations that the Lead Partner will use in the implementation of its program and the process used for their selection. Provide evidence that the applicant has carefully vetted the partners and programs, obtained reasonable assurance of their efficacy, and only targeted program elements that further the objectives of the Intervention Plan.

<p>Academic Development Institute (ADI) Address: 121 North Kickapoo Street Lincoln, IL 62656 Contact Person: Reatha Owen Phone: 217-732-6462 Fax: 217-732-3696 Email: rowen@adi.org URL: www.adi.org www.Illinoisparents.org www.centerii.org FEIN: 37-1153267</p>	<p>ADI administers the Center on Innovation and Improvement; publishes the School Community Journal; partners with the Parent Information and Resource Centers (PIRCs) in Pennsylvania, New Hampshire, and Nebraska; partners in ISBEs parent mentor project to support parents of children with disabilities; sponsors the Illinois Parents website ISBE and the Early Childhood and Parenting Collaborative (University of Illinois); administers the Metro-East Parent Connection, and partners with Illinois Parents as Teachers.</p>
<p>Consortium for Educational Change Address: 530 East 22nd Street Lombard, IL 60148 Contact Person: Allan Alson, Core Service Director Phone: 630-495-0507 Allan's cell phone: 773-807-4049 Fax: 630-495-7443 Email: allan.alsen@cecillinois.org URL: http://www.cecillinois.org FEIN: 36-4113236</p>	<p>Will limit subcontracting services to the Peoria/Knox County area.</p> <p>CEC is a network of Illinois School districts and professional organizations whose mission is to improve student achievement by assisting member districts and schools to become collaborative, high performing organizations. It provides programs on Charlotte Danielson's Framework for Teachers Leadership, CEC's System Assessment, leadership coaching for first-year principals, early-career and experienced administrators, and training for future coaches.</p>
<p>Illinois Association for Supervision and Curriculum Development Address: Illinois State University, 201 S. Main Street, Normal, IL 61790-8650 Contact Person: William Dodds, Executive Director Phone: 309-438-5479 Fax: 309-438-5358 Email: dwdodds@ameritech.net URL: http://www.illinoisascd.org/ FEIN: 23-7010067</p>	<p>Illinois ASCD offers a number of leadership institutes, workshops, and programs that focus on the quality of teaching and learning through developing curriculum, instruction, assessment, and supervision. Illinois ASCD also accessible numerous consultants among its membership available to assist with curriculum, instruction, and assessment.</p>
<p>Illinois Principals Association Address: Address: 2940 Baker Drive, Springfield, IL Contact Person: Jason Leahy, Executive Director Phone: 217-525-1383 Fax: 217-525-7264</p>	<p>The Illinois Principals Association is dedicated to professional development by increasing the knowledge and enhancing the skills needed to meet the demands of principals' increasingly complex jobs. IPA provides workshops, mentoring, and networking for principals at all school levels.</p>

<p>E-mail: Jason@ilprincipals.org URL: http://www.ilprincipals.org/ FEIN: 36-2739730</p>	
<p>Illinois Virtual School Address: 10112 W. Dubois Road Edwards, IL Contact Person: Cindy Hamblin Phone: 309-676-1000 Fax: 309-60-5808 Email: chamblin@ilvirtual.org URL: http://www.ilvirtual.org FEIN: 37-1199576</p>	<p>IVS provide online courses for grades 5-12 students and professional development support for Illinois Educators.</p>
<p>Macon-Piatt Regional Office of Education Address: 1690 Huston Drive Decatur, IL 62526 Contact Person: Matt Snyder, Regional Office Superintendent Phone: 271-872-3721 Fax: 217-872-0239 Email: mattsnyder@roe39.k12.il.us URL: http://www.roe39.k12.il.us/ FEIN: 37-0985257</p>	<p>Will subcontract as the fiscal agent for the IARSS Lead Partner and Supporting Partner roles in the Illinois Partnership Zone.</p>
<p>Northern Illinois University Address: 301 Lowden Hall, DeKalb, IL 60115 Contact Person: Terry E. Borg Director, External Programs College of Education Phone: 815-753-0295 Fax: 815-753-9702 Email: tborg@niu.edu URL: http://www.niu.edu/extprograms/ FEIN: 36-6008480</p>	<p>NIU manages and operates the Interactive Illinois Report Card website, http://iirc.niu.edu/. The iirc web-site allows districts and schools to access their confidential student level data for in-depth analysis of district and school progress. In addition, local assessment data can be uploaded, for a nominal fee, to the iirc web-site for further investigation and analysis. Using the web-site, each district and school has the ability to enter their district, school, Title I and restructuring plans.</p>
<p>Institute for Principled Leadership in Public Service Bradley University Contact Person: Julie Schifeling Executive Outreach Program Director Address: 1501 W. Bradley Avenue 413-C Jobst Hall, Peoria, IL 61625 Phone: 309-677-4948 Cell Phone: 309-635-5851 E-mail: URL: http://ipl.bradley.edu/ FEIN: 36-8004146</p>	<p>IPL is a midwestern think tank advocating for a bipartisan leadership approach to resolve America's most pressing problems. The Institute's mission is to become nationally recognized for educating and training collaborative, bipartisan, and ethical leaders for successful careers in public service.</p>
<p>McGrath Training Systems 631 N Milpas Street Santa Barbara, CA 93103 Contact Person: --Tom Jarnagin</p>	<p>Onsite training for administrators that develops new communication skills in how to give and receive constructive and effective feedback. Provides</p>

<p>Phone: 805-617-0065 or 800-733-1638 Fax: 805-682-8307 Email: tom@mcgrathinc.com URL: http://www.mcgrathinc.com FEIN: 77-0359199</p>	<p>individualized professional development with a consistent method of verbal and written communications that objectively assess performance.</p>
<p>The Riesling Group, Inc. DBA CE Credits Online Address: 23224 NE 156th Place Woodinville, WA 98077 Contact Person: Sandra Blazeovich, Vice President Phone: 888-263-9980 Ext. 107 Fax: 425-844-4164 E-mail: sandra@cecreditsonline.org URL: http://www.cecreditsonline.org FEIN: 91-1485177</p>	<p>CE Credits Online develops and delivers online courses based on the needs of schools, school districts, regional service agencies, and states using the most current research and working within the parameters of the latest governmental legislation.</p>
<p>Student Assistance Partnership, Inc. Address: 40676 Goldenrod Lane Wadsworth, Illinois 60083 Contact Person: Gary M. Fields Senior Consultant and President Phone: 847-336-5657 Cell: 847-409-3146 Fax 847-336-5675 E-mail: garyfieldssap@msn.com URL: FEIN: 36-4364459</p>	<p>Conducts thorough/in-depth needs assessment for elementary/middle/ high schools.</p>
<p>University Center of Lake County Contact Person: Lynne D. Reynolds Director, Educators Center of Lake County Address: 1 N. Genesse Street, Waukegan, IL 60085 Phone: 847-665-4017 Fax: 847-249-9008 Cell Phone: (309) 635-5851 E-mail: lreynolds@ucenter.org URL: http://www.ucenter.org/ FEIN: 36-4426554</p>	<p>This consortium of eight public and ten private Illinois colleges and universities, is a professional development and consulting unit of the University Center. This consortium is a unique partnership of multiple university resources, products and services that can be customized to meet the needs of individual schools and districts. The University Center can draw upon the expertise of the faculties at these institutions to meet the needs of schools.</p>
<p>University of Wisconsin Wisconsin Center for Education Research Address: School of Education, 1025 West Johnson Street, Suite 785 Madison, Wisconsin 53706 Contact Person: Alissa Oleck email: aminor@wisc.edu Phone: (608) 263-4200 Fax: (608) 263-6448 URL: http://seconline.wceruw.org/help.asp FEIN: 38-2070067</p>	<p>Using a survey data collection and reporting model, Survey of Enacted Curriculum, teachers can compare their own practice and instructional content to responses by other teachers around the country, the state and within their school or district. Participating states, schools and districts are able to make use of aggregated teacher reports (individual teacher responses are disclosed only to the teacher) to develop a base-line of information about teacher practice in mathematics, science and English language arts, or to inform professional development</p>

	or school improvement planning efforts.
--	---

Partners and Programs Vetted

The applicant has conducted a thorough and diligent review of subcontracting partners and programs incorporated into this proposal. Below are the criteria, what the applicant looked for, and the sources of information sought in the acceptance of subcontracting partners and programs. Based on obtaining reasonable assurance of their efficacy and value to providing targeted program

elements that furthered the objectives of the intervention plan, the applicant selected as subcontractors those identified on the previous pages.

Assessment Criteria	What Applicant Looked For	Sources of Information
Value of Supporting Partner/Program		
<p>Whether the supporting partner/program has the background and resources that can contribute to the goals of the RFSP.</p> <p>Whether the subcontracting partner has a verifiable physical existence and business presence.</p>	<p>Whether the supporting partner's claim for the practical value they bring appears to be reasonable.</p> <p>Whether the training involved introduction of specific professional development knowledge and skills.</p> <p>Whether supporting partner has the support of third party endorsements, collaborating organizations, those serviced.</p>	<p>Phone interview or e-mail exchange with the supporting partner representative.</p> <p>Review of documents regarding history, mission, and activities of the supporting partner.</p> <p>Communication/contact with other organizations in the same area of expertise.</p> <p>Previous successful experience with the partner.</p>
Cost Effectiveness		
<p>Whether the supporting partner/program can benefit a large number of clients.</p> <p>Whether the cost of supporting partner services or programs are broadly commensurate with the expected results.</p>	<p>Whether the supporting partner's deliverables will effectively benefit a large number of individuals (faculty and staff, students, parents, etc.) - effectiveness</p> <p>Whether the costs are efficient when considering per individual costs averaged over total cost of subcontract or program.</p>	<p>Review of client responses to value of supporting partner programs, projects, or services.</p> <p>Review of past projects, costs, number of individuals impacted, and extent of improvement for cost assumed.</p>
Project/Program Implementation		
<p>Whether the supporting partner has management capabilities that are good, taking into account their experience, qualifications, track record and resources available.</p>	<p>Background, expertise, membership, and previous experience of Supporting Partner or program.</p>	<p>Review of client responses to value of supporting partner programs, projects, or services.</p>

Assessment Criteria	What Applicant Looked For	Sources of Information
<p>Whether implementation schedules of projects and services of the supporting</p>	<p>Whether the supporting partner provides tentative programs of the programs,</p>	<p>Review of documents regarding history, mission, and activities of the</p>

<p>partner are reasonably and properly planned.</p> <p>Whether proposed budgets are reasonable and realistic.</p> <p>Whether proposed projects and programs can be achieved in expected time periods.</p> <p>Whether there will be any duplication of work with other supporting partners.</p>	<p>projects, and services (e.g., in the case of a professional development delivery; in the case of survey research; in the case of program development).</p> <p>Whether proposed budget and individual expenditures will be comparable with other similar programs, projects, or services and the prevailing market prices.</p> <p>Whether the programs, projects or services are reasonable and realistic.</p> <p>Whether proposed projects, programs or services will bring in new elements or duplicate what might come from other partners.</p>	<p>supporting partner.</p> <p>Comparison of costs of programs, projects, and services from several potential supporting partners.</p> <p>Review of past projects, costs, number of individuals impacted, cost average per individual for project.</p> <p>Review of the programs, projects, and services provided by other supporting partners to assure that each partner brings unique background and expertise to complement each other rather than duplicate each other.</p>
--	--	---

Work Plan: 4. Building Capacity for Sustained Improvement

Activities	Timeline
------------	----------

<p>Describe how the Lead Partner intends to phase out the need for its services, so that full management of the school can be returned to the school district after a five-year period with adequate capacity to sustain the improvements and growth made over the course of the intervention. If the applicant's proposal does not include a full phase-out of services in five years, the applicant must specifically identify any services that will continue after a five-year period. Note: State and/or federal funding beyond FY 2012 is contingent upon available funding, achievement of specified outcomes, and efforts to phase-out the need for state and federal funding.</p>	<p>FY 2011- FY 2014 ê</p>
<p>The Lead Partner plans to phase out by using the following strategies:</p> <ul style="list-style-type: none"> • Institutionalize administrative coaching which would be more intense in years 1, 2, 3, with less time being spent in years 4 and 5 • Utilize the RESPRO monitoring tool created by ISBE to determine if there has been full implementation of the SIP with adequate training given for the school to continue writing and monitoring a quality plan on their own. • Maximize the leadership capabilities of all those within the organization through broad-based participation in school matters. • Develop a teacher leader model whereby many of the operational and leadership activities will be institutionalized among existing faculty and not dependent alone on a single leader, the school principal. • Encourage and support teacher collaboration around data and instruction as sustainable practices. • Scheduled updates for School Board on what costs would need to be blended in the general operations budget and not expended from grant funds • Continue and expand participation of the school in networking meetings with other schools in similar situations to share successes/failures. 	

Work Plan: 5. Outcomes-Based Measurement Plan

Activities	Timeline

Describe the **process to be used to develop a five-year outcomes-based measurement plan** for each school included, covering the planning period plus four years of intervention implementation.

The **process the Lead Partner will** lead and work with the school leadership team in developing a five-year outcomes-based measurement plan will include the following:

1. Work with the ISBE outcomes-based model and metrics for evaluating success by the school.
2. Define realistic and aggressive outcomes to be measured for achievement at the end of a five-year period.
3. Identify the types of data that the school principal, leadership team, and teacher leaders will find most useful as measurable outcomes for guiding instruction and student learning.
4. Set up mechanisms for data collection and reporting on measured outcomes.

Define the **realistic and aggressive outcomes** that will be achieved at the end of a five-year period as the result of an intervention incorporating the "Transformation Criteria" (see Appendix A).

The realistic and aggressive outcomes to be achieved at the end of a five-year period would include:

- è Demonstrating significant progress in raising achievement and closing gaps (particularly in increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the state assessments.
- è Decreasing achievement gaps between subgroups in reading / language arts and mathematics.
- è Increasing high school graduation rates.
- è Creating a positive and enriching school climate and culture supportive to learning by all students;
- è Providing sufficient social and emotional support to students to enable them to achieve their potential.
- è Differentiating instruction in all classrooms to meet the needs of all students.
- è Extending learning time for core academic subjects, essential skills instruction, and enrichment activities for students.
- è Developing highly competent leadership for leading school turnaround efforts.

Describe the **measurable indicators of progress** that will be used against those outcomes, which must address, but are not limited to:

- è objective student achievement goals (at a minimum, results on the ISAT, PSAE and/or

FY 2010 –
FY 2011
è

FY 2014
è

Metric	Measurable Indicator of Progress
Student Outcome/Academic Progress Data	
% of students at or above each proficiency level on State assessments in reading / language arts and mathematics (e.g. Basic, Proficient, Advanced), by grade and by student subgroup	ü
Graduation rate	ü
Dropout rate	ü
Student attendance	ü
Students enrolled in advanced coursework (e.g. AP/IB), early college high schools, or dual enrollment classes	ü
College enrollment rates	ü
è IAA for all students and disaggregated for each subgroup and number of students enrolled in advanced coursework);	
Metric	Measurable Indicator of Progress
Student Outcome/Academic Progress Data	
Student participation rate on State assessments, by student subgroup	ü
Average scores on State assessments across subgroups—scale scores by quartile	ü
Title III LEP students' English language proficiency	ü
AMAO status for LEP students	ü
è school climate and culture;	
Metric	Measurable Indicator of Progress
Student Connection and School Climate	
Discipline incidents	ü
Truants	ü
Number of instructional minutes	ü
è teacher and principal effectiveness; and	
Metric	Measurable Indicator of Progress

Talent	
Distribution of teachers by performance level on LEA's teacher evaluation system	ü
Teacher attendance	ü
Principal leadership demonstrating end-results in student achievement	ü

è building capacity for sustained improvement beyond the implementation period of the intervention.

Metric	Measurable Indicator of Progress
Capacity Building	
Ongoing student data analysis and interpretation	ü
Research-based best practices in instruction	ü
Engage the learner in the learning process	ü
AYP status	ü
Which AYP targets the school met and missed	ü
School improvement status	ü

School Data	
AYP status	ü
Which AYP targets the school met and missed	ü
School improvement status	ü

Also propose intermediate outcomes (six- to 24-month timeframes), measurable indicators, and design of how the Lead Partner, district, and stakeholders will:

The Lead Partner will lead and work with district and stakeholders in developing intermediate outcomes (six-24-month timeframes) and measurable indicators for the outcomes-based measurement plan.

a. train school stakeholders on outcomes-based measurement approaches;

Outline of training would include:

- 1. Introduction and Overview**
 - a. Explanation and overview of training
 - b. Discussion of public value
- 2. Definitions and Examples**
 - a. Objectives, outputs, and outcomes
- 3. Outcome-Based Measurement**
 - a. Advantages of outcome-base measurement
 - b. Reasons to focus on outcome-based
- 4. Practice and Instruction**

FY 2010 – FY 2011
è

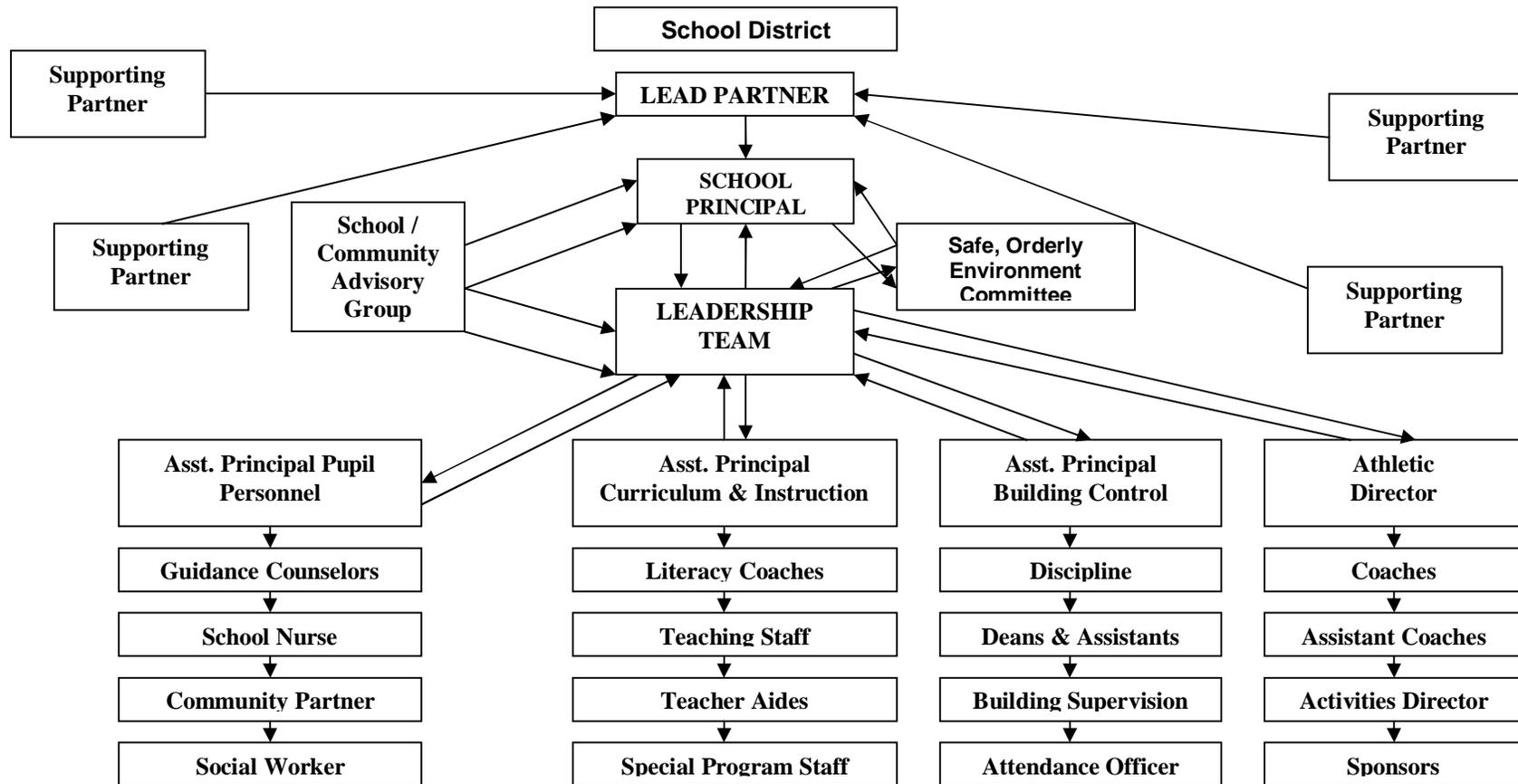
<p>a. Example outcome problem b. Examination of intervention and performance measures</p> <p>b. use results to evaluate the implementation of the intervention model; and</p> <p>The outcomes-based measurement results will provide formative data on the impact of interventions or strategies taken to turn the school around and improve significantly student performance.</p> <p>the</p> <p>c. make necessary improvements and adjustments throughout the course of the intervention.</p> <p>The outcomes-based measurement results will provide formative data on the impact of interventions or strategies for making adjustments and/or modifying the interventions to assure their impact on improving significantly student performance.</p> <p>Discuss how the applicant will implement an outcomes-based measurement plan and what resources are in place or will be in place to support this work.</p> <p>The Lead Partner will lead and work with the school leadership team in implementing an outcomes-based measurement plan with the following steps:</p> <ol style="list-style-type: none"> 1. Form a data analysis team at the building level with representation from the curriculum, ELL, and SPED programs, to evaluate student performance data and the related impact of intended interventions. 2. Utilize all available data to drive instruction for student progress. 3. Conduct data assessment and analysis using data banks and assessment tools currently available to the school. 4. Train the leadership team and teacher leaders to use the database (data warehouse). 5. Provide professional development to teaching staff on how to use data to inform instruction and other interventions. 6. Review data analysis and plan for instruction. 7. Report results of data review, suggest curriculum adjustments, and identify challenges. 8. Report specific school data relating to impact of specific school reform strategies or interventions implemented. <p>Resources in place will be a network of consultants from the various regional offices of education and intermediate service centers, as well as supporting partners, available upon call to support the implementation of the outcomes-based measurement plan.</p>	<p>FY 2010 – FY 2012 ê</p> <p>FY 2010 – FY 2012 ê</p> <p>FY 2010 – FY 2011 ê</p>
---	--

Work Plan: 6. Non-operational Support Functions

Work Plan: 7. Fiscal Status Reporting

Activities	Timeline
<p>If applicable, describe any non-operational support functions that will be assumed by the applicant.</p> <p>The applicant does not anticipate having to assume any of the non-operation functions of the school.</p> <p>Describe the plan for how the applicant will report on the fiscal status of the implementation to ISBE and the school district.</p> <p>The applicant will provide quarterly progress reports ISBE and the school district on the 1st of September, December, March, and June. The applicant will also provide a listing of the Services completed as an accompaniment to all invoices sent to the school district for payment, together with such other supporting documentation as the school district may reasonably request. The applicant will abide by the payment schedule prepared by the school district and ISBE for inclusion with the Supporting Partner Agreement.</p>	

School Organization Chart



5. Demonstrated Record of Effectiveness: Provide a comprehensive description of each of the following, providing evidence of the applicant’s past success in meeting the requirements of the RFSP under conditions comparable to those likely to be encountered in the district(s) where the applicant may work.

a. The track record of the strategies proposed in the Lead Partner proposal or Supporting Partner proposal, the research basis for the strategies proposed and how these strategies are designed to assist school districts with their school improvement efforts;

Track Record of Comprehensive Reform Strategies

Strategy	Definition	Program	Research
Systemic Renewal	A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.	<p>In their role as School Support Team leaders they lead teams in strategic planning and continuous evaluation of goals, objectives, policy, practices and organizational structures.</p> <p>ROE/ISC/RESPROs have extensive experience and training in working with districts and schools to create effective District Improvement Plans/School Improvement Plans. (DIP/SIP). DIP/SIPs are developed as the school’s guide to meeting goals and objectives related to improving student achievement for the diverse group of learners. ROE/ISC/RESPROs facilitate schools through an analysis of all levels of data, ie, student state and local assessment data, behavioral data, teacher satisfaction data, and all other data available. The ROE/ISC/RESPRO assists the school in triangulating the data to determine goals and objectives and continuously monitors the implementation of the DIP/SIP throughout the school year.</p>	<p><i>The New Urban Renewal: The Economic Transformation of Harlem and Bronzeville</i> by Derek S. Hyra;</p> <p><i>Intelligent Organizations: Powerful Models for Systemic Management</i> by Markus Schwaninger</p>

Strategy	Definition	Program	Research
<p>Early Childhood Education Interventions or Early Readiness</p>	<p>Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out, especially children who live in high-poverty communities, is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.</p>	<p>ROEs and ISCs work with schools in the monitoring and implementation of programs ranging from birth to age 3, preschool for all children ages 3-5, early childhood education special education, Even Start family literacy programs, and early childhood education professional development.</p>	<p>Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky by Carol Garhart Mooney</p> <p>Fundamentals of Early Childhood Education by George S. Morrison</p>
<p>Family Engagement</p>	<p>Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.</p>	<p>ROE/ISC/RESPRO work with Academic Development Institute(ADI). ADI administers the Center on Innovation and Improvement; publishes the School Community Journal; partners with the Parent Information and Resource Centers (PIRCs) in Pennsylvania, New Hampshire, and Nebraska; partners in ISBEs parent mentor project to support parents of children with disabilities; sponsors the Illinois Parents website ISBE and the Early Childhood and Parenting Collaborative (University of Illinois); administers the Metro-East Parent Connection, and partners with Illinois Parents as Teachers.</p>	<p>The Secrets of Happy Families: Eight Keys to Building a Lifetime of Connection and Contentment by Scott Haltzman</p> <p>The Parent Connection: An Educator's Guide to Family Engagement by Dr. Joni Samples</p>
<p>School-Community Collaboration</p>	<p>When all groups in a community provide collective support to the school, a strong infrastructure is sustains a caring supportive environment where youth can thrive and achieve.</p>	<p>The No Child Left Behind Act of 2001 made several significant changes to the program. The new statute provides additional State and local flexibility in how funds can be used to support higher academic achievement, and dramatically expands eligibility for 21st Century Community Learning Centers (CCLC) funding to public and private educational and youth-serving organizations. The ROEs and ISCs provide technical assistance and oversight to schools receiving CCLC funds.</p>	<p>Home, School, and Community Collaboration: Culturally Responsive Family Involvement by Kathy B. Grant and Julie A. Ray</p> <p>School/community collaboration: comparing three initiatives.: An article from: Phi Delta Kappan by Calvin R. Stone</p>

Strategy	Definition	Program	Research
<p>Safe Learning Environments</p>	<p>A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, which enhance positive social attitudes and effective interpersonal skills in all students.</p>	<p>Bullying prevention programs; PBIS, (Positive Behavior Intervention and Supports) is a systems change method that promotes positive behaviors in students. Strategies are developed that manage student behavior in classroom settings and outside of classroom settings. It is an all-encompassing system of behavior management where all parties involved are on board, so that behavior management is not produced in a piecemeal way. Instead, all students in a school are accountable with support to behave in ways that positively affect them personally, academically, socially, and from a health perspective. PBIS is designed to positively affect not only the student behavior, but student quality of life. The three systems of support that are part of PBIS are Primary (Schoolwide), Secondary (Classroom), and Tertiary (Individual). Programs are behaviorally-based on practices that research has shown to be effective (Positive Behavior Interventions and Supports).</p>	<p><i>Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety: Prevention..</i>(School-Based Practice in Action Series) by Melissa A. Reeves</p> <p><i>Keeping Schools Open As Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before & After School</i> by Adriana Dekanter</p>
<p>Early Literacy Development</p>	<p>Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects</p>	<p>Most ROE/ISC/RESPROs and the School Support Teams (SST) have Reading Specialists who work with underperforming schools in a variety of formats. SST members observe reading instruction in AEW and AW schools. The formative data from the observation is shared with classroom teachers and administrators for improvement of instructional practices. Follow-up and monitoring of practices is provided to the school on an ongoing basis. In addition, ROE/ISCs provide extensive professional development in best practices for reading instruction.</p>	<p><i>Literacy Development in the Early Years: Helping Children Read and Write</i> (6th Edition) by Lesley Morrow</p> <p><i>Teaching Early Literacy: Development, Assessment, and Instruction</i> by Diane M. Barone EdD, Marla H. Mallette, and Shelley Hong Xu</p>

Strategy	Definition	Program	Research
Mentoring / Coaching	Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching.	<p>The ROE/ISCs have extensive experience in this area. The ROE/ISCs, through a statewide delivery model, provide Induction for the 21st Century Educator (ICE) program. The program includes professional development and training for mentors, and support and ongoing assistance for mentors through a yearlong professional learning series. In addition, professional development and support is provided for new teachers.</p> <p>As administrative knowledge and support are crucial, the ICE21 program provides for professional development for administrators and includes technical assistance in meeting the state's requirements for an approved Illinois Induction and Mentoring Program. The ICE21 program is research based and includes best practices for induction and mentoring.</p>	<p><i>In Action: Creating Mentoring and Coaching Programs</i> by Linda Kyle Stromei and Jack J. Phillips</p> <p><i>The Mentor's Guide: Facilitating Effective Learning Relationships</i> by Lois J. Zachary</p>
After-School Opportunities	After-school and summer enhancement programs that eliminate information loss and inspire interest in many areas. Such experiences are especially important for students at-risk of school failure since they fill the afternoon "gap time" with constructive and engaging activities.	ROEs and ISCs offer technical assistance and program design for schools and communities seeking direction on developing after-school programs to enhance both the academic and nonacademic offerings for students of all ages.	<p><i>Making Play Work: The Promise of After-School Programs for Low-Income Children</i> by Robert Halpern</p> <p><i>After-School and Parent Education Programs for At-Risk Youth and Their Families: A Guide to Organizing and Operating a Community-Based Center for Basic Assistance and Cultural Enrichment</i>, and Tommie Morton-Young</p>

Strategy	Definition	Program	Research
Professional Development	Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.	The ROE/ISCs are leaders and experts in the state of Illinois in providing professional development to support administrators, teachers and all other educational personnel. One of the core charges of each ROE/ISC is to provide professional development in the core content areas, as well as in any areas related to the improvement of educational practices. The ROE/ISCs are well-versed in best practices and keep up-to-date on research. As a result, professional development provided by the ROE/ISCs is on the cutting edge and based on best practices. In addition, ROE/ISCs perform needs assessments of the districts they serve and incorporate professional development that is based upon the needs of the particular area. All professional development provided is standards based, National Staff Development Council (NSDC) and is created based on best practices research on adult learning theory.	<p>Professional Development for School Improvement: Empowering Learning Communities by Stephen P. Gordon</p> <p>Professional Development in Education: New Paradigms and Practices by Thomas R. Guskey and Michael Huberman</p>
Active Learning	Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.	As leaders in research-based Professional Development that impacts student achievement, ROEs and ISCs focus on training in active learning.	<p>Active Learning: Creating Excitement in the Classroom (J-B ASHE Higher Education Report Series (AEHE)) by Charles C. Bonwell and James A. Eison</p> <p>Inspiring Active Learning: A Handbook for Teachers by Merrill Harmin</p>

Strategy	Definition	Program	Research
<p>Improving Curriculum and Instruction</p>	<p>The bottom line for all schools--and the most important area of reform for low-performing schools--is providing curricula and instruction that help children reach challenging academic standards. Districts can support this effort by establishing curricular and instructional requirements, by demanding that schools offer challenging course work, and by helping students who fall behind or need extra academic assistance.</p>	<p>ROEs and ISCs have been leaders in providing training, consulting and coaching in aligning curriculum and classroom instruction to rigorous state standards. They assist schools in developing formative assessment systems that help teachers identify skills students are missing and providing targeted instruction to help them. They also provide technical assistance to schools with:</p> <ul style="list-style-type: none"> • Standards Aligned Curriculum' • Curriculum Mapping • Alignment of Illinois Learning Standards to curriculum 	<p><i>Concept-Based Curriculum and Instruction: Teaching Beyond the Facts</i> by H. Lynn Erickson</p> <p><i>Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-Based Learning</i> by H. Lynn Erickson</p>
<p>Extending Learning Time to Help All Children Meet High Standards</p>	<p>Implement policies to extend learning time so that students do not fall behind and need to be retained. Examples of extending learning time are year-round, before- or after-school, and summer school programs.</p>	<p>The Summer Bridges is an extended learning program overseen by ROEs/ISCs that are designed to improve the reading, writing, and mathematical skills of students enrolled from pre-kindergarten through grade 6 in districts where a significant number of students do not meet state learning standards based on the ISAT. This program is designed for students who are at risk of academic failure in pre-kindergarten through grade 6 with a concentrated curriculum on reading and writing.</p>	<p><i>Moving to the Block: Getting Ready to Teach in Extended Periods of Learning Time</i> by Douglas S. Fleming</p> <p><i>Thinking Inside the Block Schedule: Strategies for Teaching in Extended Periods of Time</i> by Pamela M. Robbins, Gayle H. Gregory, and Lynne E. Herndon</p>

b. Specific examples of the applicant’s effectiveness in academic improvement in underperforming schools, reinforced by data; and

The Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) have a proven track record of success in meeting the objectives described in the RFSP under comparable conditions. The ROE/ISCs have experience working with underperforming schools who meet the criteria of this proposal through delivering support, coaching and technical assistance in underperforming schools who are striving toward academic improvement.

The ROE/ISC’s specifically work with the schools that are identified in academic difficulty as result of not meeting Adequate Yearly Progress (AYP) and are on the State/Federal Academic Early Warning (AEW) and Academic Watch (AW) status lists.

While serving as a ROE/ ISC, some ROEs and all of the ISCs also serve as Regional System of Support Providers (RESPRO). Each area RESPRO works with Title I schools that have been identified as not meeting AYP. While each RESPRO is unique, there are numerous, core commonalities throughout each of them. The effectiveness of each RESPRO is illustrated by the number of schools that have made significant progress and the number that have been removed from the status list since the inception of the statewide system of support as identified by the Illinois State Board of Education (ISBE).

The following table demonstrates a three year chronology of the schools working with RESPRO who have been removed from State/Federal Status.

School Year	Number of Schools Removed from Status
2007	84
2008	23
2009	17
Total Schools Removed from Status	124

As outlined in the No Child Left Behind legislation (NCLB), each underperforming school is assigned a School Support Team (SST). The RESPRO provides each Title I school with a SST. The SST consists of educators who are distinguished in the field of education and provide an array of expertise that is readily available to the school. The range of experience SST members bring to each Title I school encompasses all facets of education, inclusive of grade-level appropriateness (K-12), content appropriateness, with an emphasis on math and reading/literacy. SST members also bring expertise representational of classroom teachers, building and district level administrators, and higher education.

The SST members, under the RESPRO structure, employ a holistic approach to assisting schools with the ultimate objective leading toward academic improvement. Support delivered to the underperforming schools includes, but is not limited to:

- Coaching
- Mentoring/Modeling
- Planning
- Consulting
- Training
- Monitoring

The RESPRO support provided to schools focuses on the key areas identified through research that impact school improvement efforts and turn around underperforming schools. The specific areas are:

- Curriculum Development—Redefining the school curriculum and instruction to ensure that the curriculum and assessments are mapped and aligned with Illinois Learning Standards
- Data Analysis—Use of test data from local assessments and state assessments to identify strengths and weaknesses in the school curriculum and as the basis for developing instructional strategies to meet the needs of a varied student body;
- Effective School Leadership—Appropriate staff development for teachers and administrators based on data analysis, interpretation and application correlated to the curriculum, the School Improvement Plan, and identified teacher needs

To build and support human capital, and school and district capacity, RESPRO SST work closely with schools and districts as they develop their School Improvement Plans, District Improvement Plans, and Restructuring Plans. The goal is for the plan to evolve over a period of time and to support the instructional needs of low performing students as well as accommodate academic growth for all students. Targeted populations, as identified by sub-groups receive specific instructional strategies to accommodate academic deficiencies.

Through a collaborative school improvement process, the RESPRO SST guides the district/school in a thorough examination of all facets of the organization, thus providing the school with a clear and shared focus for all future improvement efforts. As a result, human capital and resources are maximized within the district. Ultimately the development of a quality plan, staff development, curriculum alignment and instructional delivery systems impacts the capacity of a school administrative team and teaching staff. Additionally, similar benefits to a school are achieved as RESPRO support services help districts develop sustainable Restructuring Plans for schools entering the Restructuring phase of Federal Status.

A result of all collaborative plan development, whether for a school or district, is the fundamental basis for the RESPRO monitoring process and directly correlates to the successful implementation of a school or district plan. The RESPRO monitoring process requires school/district personnel to adhere explicitly to the plan or to make revisions in instructional strategies based upon successes or failures and the adequate data. The monitoring process is executed throughout the school year and formal reports are generated semi-annually to assess school/district fidelity to the plans.

The ROE and ISCs work in an intricate relationship with district and school personnel within each of their respective service territories; as a result of those relationships, the coaching, the technical support, and the continuous monitoring of each school improvement plan, schools are seeing significant gains in student achievement as demonstrated in Appendix E.

Appendix E reflects only a small sampling of successes and the effectiveness of the RESPROs across the state. Some schools have made significant gains and have now been

removed from the status lists, while some are still in status, but continue to make progress and academic gains each year.

A review of Appendix E reveals specific examples of schools the ROE/ISC/RESPRO have worked with who represent the conditions comparable to those likely to be encountered in the schools as outlined in this RFSP.

Specific examples in Appendix E reflect, schools:

- with a percentage point gain in academic growth ranging from 7% at the low end and 42% at the high end in both reading and math on state and/or local assessments over a three year period
- removed from Status
- remaining in Status, but making incremental, consistent gains from year to year
- representing elementary, middle, and high schools
- from small, medium, and large cities, suburbs and towns
- with a single subgroup
- with multiple subgroups
- having a range of 200 students to 2,300 students

c. Specific examples of applicant’s successes in establishing partnerships within the community and how those partnerships assisted school improvement efforts.

COMMUNITY PARTNERSHIPS

Provide specific examples of applicant's successes in establishing partnerships within the community and how those partnerships assisted school improvement efforts.

Established Partnership	Resulting School Improvement Efforts
Big Brother/Big Sister	ROEs have had Teen Reach grants in the past. At the time the Big Brother/Big Sister groups tutored so there was data related to grade improvement.
Challenge Learning Center (Bloomington, IL)	ROE 17 has underwritten the cost of week-long summer workshops for Elementary and Middle school teachers to engage in missions at the Challenger Learning Center. This partnership allows local teachers the opportunity to attend the training and obtain valuable instructional strategies for effectively teaching math and science concepts in their classrooms. Teachers take these strategies back and implement them in their classrooms.
Chambers of Commerce	ROEs are partnering with chambers of commerce across the state in a truancy prevention partnership. It is titled School Miss Out and is a partnership between Chambers of Commerce, ROEs and school districts.
County Juvenile Justice Councils	ROEs have worked with Juvenile Justice Councils in creating restorative justice programs within schools and within communities where first-time, non-violent juvenile offenders sit through a meeting with their victim while a trained community member facilitates the process of "restoring" the crime/event. Also -- there are programs like Re-deploy Illinois where communities focus on "wrapping around"

	families of juvenile offenders as a last-ditch effort before the child is sent to dept of juvenile justice (prison for juveniles).
Danville Community College (DACC)	ROE #54 has worked with Danville Area Community College which has established Middle College and College Express to provide vocational credit and alternative education opportunities to Vermilion County high school students to help improve graduation rates and student success. ROE #54 and DACC co-hosted a countywide teacher in-service that provided not only valuable professional development opportunities, but brokered articulation between the PK-14 spectrum including high schools teachers and the community college instructors.
Exelon Corporation	In South Cook ISD, Rich East High School, District 227 in Park Forest has partnered with the Exelon Corporation and the Legacy Group to help with their newly designed Saturday Program. Leaders of Fortune Five Hundred Companies come to the school on Saturdays to work with students and parents of Rich East High School. They talk with the groups to explain what is needed in the work place of their companies including dressing for the position, math and reading proficiency levels, what math is needed and why, work ethic, etc. The program also assists parents with training modules to help them improve their skills and education to make them more marketable.
Global Education Conference	Educators and business leaders in the Rockford area have come to together to sponsor a yearly Global Education Conference. Business leaders from the community attend the opening session of the 2 day conference and are strategically seated with educators to encourage dialogue on 21st Century Skills and how to cooperatively address the issues related to developing those skills in the area high school curriculums. The conference is followed up with bus trips for educators to local businesses to learn about local employment opportunities and the skills the businesses are looking for in their employees.
Griffin Foundation Chicago Heights, IL	South Cook ISD has worked with the Griffin Foundation to build a Childhood Center in Chicago Heights, IL. The Griffin Early Childhood Center is established for up to 250 pre-school students from Chicago Heights. Students will attend the school at no cost. Up to 400 parents of pre-school-aged children not chosen for the in-classroom program will be eligible for short- or long-term financial incentives which are directly related to their involvement in their child's education and development.
Governors State University (GSU)	Many schools and districts in South Cook County partner with Governors State University (GSU). GSU provides an alternative teacher certification program and has developed specific programs for South Cook Schools. GSU provides interns, stipends, and coursework for potential teachers for the school districts. As a result, schools are attracting and placing quality candidates in the schools, many of whom are hired as classroom teachers in the future.

Hospital Tutoring Program	<p>In central Illinois, countless children are hospitalized with medical problems each year causing them to miss substantial portions of their education programs at their home schools. Therefore, these students (K-12) are served by the state of Illinois and their local school districts through hospital instruction at Methodist Medical Center of Illinois and the Children's Hospital of Illinois, and OSF-St. Francis Medical Center by certified teachers for elementary and secondary schools. Peoria County ROE provides the invoicing and pays the hospitals for the monies received.</p>
County Health Departments	<p>There exists a wide range of partnerships with local health departments. ROEs have worked with health departments in getting school clinics in place as well as getting the amount of vaccine needed in the region ordered on a necessary timeline. Also, partnerships have resulted in school safety/management (example is with the H1N1 work), on Multi-Hazard emergency planning workshops, and on alcohol, tobacco and other drug prevention as well as mental health issues.</p>
Illinois Coalition for Community Service	<p>ICCS works with the ROE in a project concerning a needs assessment of wrap around service providers for two of rural districts. This year, they will be working on a Christian County project related to truancy. They work across the state with a variety of agencies.</p>
Illinois Department of Human Services	<p>ROEs have DHS substance abuse prevention grants. They deliver the curriculum, Too Good for Drugs to local schools. Through these funds partnerships have been formed with local law enforcement, etc. In addition, we participate in regular meetings on a Juvenile Justice Stakeholders Committee in each county which includes judges, probation officers, state/county departments such as health departments, human services dept. and others that have services to deliver to the counties. We help each other depending on need to get services/information distributed.</p>
Lake Land Community College	<p>ROE 11 has worked with Lake Land Community College through the Pathways Program to provide alternative education to students that are at risk of leaving school in order to assist them in diploma completion or in the preparation for the GED exam. This collaboration has helped reduce the dropout rate of the schools throughout the region.</p>
Masons	<p>ROEs have partnered with the Masons who have an outstanding Student Assistance Program (SAP) that has now been written as an Administrators Academy. They pick up all costs for the training so basically the ROE assists in facilitating this effort.</p>
Mental Health Departments (Voices 4 Illinois Children)	<p>ROEs have worked with Voices which is leading efforts to: build a strong, statewide children's mental health system of prevention, early intervention and treatment; ensure young children with developmental disabilities are identified early and are able to receive treatment through the Early Intervention program; promote expansion of the Healthy Families Illinois</p>

	program which offers home visits to at-risk families with new babies, and; support implementation of the All Kids health insurance program.
Nicor Gas	Schools have partnered NICOR Gas for their Super Reader Program. The program is recognized throughout the State of Illinois and encourages and promotes reading. It involves professional men within the community who come to the school to read to children. NiCOR donates books, classroom rewards, and pays for field trips.
Recording for the Blind and Dyslexic	ROEs have partners with & Learning Through Listening (Recording for the Blind and Dyslexic at www.rfbd.org).
Sarah Booth Lincoln Center	ROE 11 has collaborated with the I Sing the Body Electric Coalition and the Sara Bush Lincoln Health Center to provide access to access to schools and students for substance abuse education, the administration of the Centers for Disease Control Youth Risk Behavior Survey, the facilitation of the “Bring it Home” and “Changing Arts, Changing Hearts” exhibits, and other assistance as needed to identify and prevent at risk behaviors by the students in our area schools.
Paul Simon Public Policy Institute at SIUC	Provides a middle school program for teachers titled The program titled “Project Citizen” that has trained teachers in Congressional District in a program that promotes civic education. Project Citizen has been effective with all types of students in variety of settings. Teachers who have completed this program and their students have won national and state awards for their civic education efforts.
Southern Illinois University-Edwardsville	Area V RESPRO has been working in partnership with SIU-E reviewing district improvement plans as part of a cooperative effort. This has had an impact on pre-service delivery which in turn has impacted school improvement.
Southwestern Community College	ROE 50 has partnered with Southwestern Community College to provide differentiated instruction for K-12 students, provide professional development for teachers and work toward seamless P-16 transitions.
State Farm Insurance	<p>-ROE 11 received financial assistance from State Farm Insurance that provided support for the annual Teacher’s Institute Day held in October. This effort supports the professional development of approximately 2000 teachers in seven counties. It provides them with instructional strategies in their curricular areas, ideas to help integrate technology in the classroom, address building level concerns, and collaborate with colleagues from other districts or disciplines.</p> <p>- ROE 17 collaborates with State Farm Insurance in Bloomington-Normal to train and accredit bachelor-degreed State Farm employees to serve as substitute teachers in our local schools. Employees are granted a day a year to serve as a substitute teacher in classrooms for the express purpose of the regular teacher attending a professional development workshop related to increasing student achievement and/or the school/district improvement plan.</p>

<p>University of Illinois Extension Office</p>	<p>ROEs have collaborated with local University of Illinois extension offices to offer science and agriculture workshops for teachers in grades K-12. These professional development workshops provide kits for teachers to utilize in their classrooms and are fully aligned with the Illinois Learning Standards.</p>
---	---

There are numerous other examples of the applicant's successes across the entire state in establishing partnerships within communities and how those partnerships assisted school improvement efforts. Those include:

- Partnering with local philanthropic foundations giving them the opportunity to sit on school support teams, which provide feedback to schools during the school improvement process. This often leads to financial support of school programs.
- Partnering with local businesses that provide materials, curriculum and program design materials to local schools for Community-wide projects in science, math, and engineering such as building a trebuchet to participate in local businesses' pumpkin chucking competition.
- Working with local universities and schools to coordinate programs which place educational scholars in support roles for after-school or tutoring; foreign language students providing one-to-one translation support during computer training sessions; family nights; and foreign language celebration in the elementary schools.
- CCLC grants for all of our schools that are on status. These grants require community partnerships.

The applicant must also provide the names and contact information for five references in schools and/or districts in which the applicant has operated in a similar capacity. These references must include administrators in at least three districts with whom ISBE staff can speak.

List of References:

(SCISC) Ms. Bennie Knott, Principal Schrum Memorial, SD 157 485 – 165 th Street Calumet City, IL 60409 708-862-4236 bknott@hsdist157.org	(KIDS) Mr. Mark Wallace, Principal East High School, SD 205 2929 Charles Rockford, IL 61108 815-229-2100 wallacm@rps205.com
(Lake) Dr. Joan Brixey, Principal Daniel Webster Middle School, SD 60 930 New York Street Waukegan, IL 60085 847-360-5484 jbrixey@wps60.org	(Joliet) Ms. Doris Langon, Superintendent SD 89, Fairmont 735 Green Garden Place Lockport, IL 60441 815-726-6157 dlangon@fsd89.org
(NCISC) Mr. Ed Rafferty, Superintendent SD 54 Schaumburg Community Consolidated 524 East Schaumburg Road Schaumburg, IL 60194 847-357-5000 edrafferty@sd54.org	

Applicants proposing to serve as **Lead Partners** should complete the Existing Performance Data worksheet attached as Appendix E or provide similar data in a format that permits an analysis of the applicant's record of effectiveness.

Summary	School #1	School #2	School #3
School Name:	Dr. Ralph J. Bunche	Nova-King 6 th Grade Center (only 6 th)	Lexington Elementary
School District Name/Number:	Hazel Crest, SD 152.5	North Chicago, SD 187	Maywood Melrose Park, CUSD 89
School District Location:	Hazel Crest, IL	North Chicago, IL	Maywood, IL
Year Opened:	1964	2002	1954
Current Grades Served:	1-4	6	K-8
Current Enrollment:	193	260	404
School Model (Public/Charter/Other)	Public	Public	Public
School Type (New Start/Turn Around)	Regular	Regular	Regular
Current Status (Academic Early Warning Status (AES), Academic Watch Status (AWS), Restructuring):	Removed from Status FY09	Removed from Status FY09	AWS

Demographic & Socio-Economic										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Eligible for Free/Reduced Lunch:	77.4	71.9	81.3	69.2	--	72.7	85.8	86.5	81.7
	% Students Limited English Proficient:	--	--	--	5.4	--	14.2	1.8	2.8	3.5
	% Students with Disabilities:	--	--	--	--	--	--			
District Average	% Students Eligible for Free/Reduced Lunch:	73.1	80.4	79.8	80.1	71.5	76.2	78.7	71.9	73.7
	% Students Limited English Proficient:	.1	--	--	11.4	12	13.6	16.8	20.7	21.3
	% Students with Disabilities:									

State Assessments										
Assessment Name (Reading, Math):										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Scoring "Meets" or above – Reading:	47.3	70.5	90	50.5	59.8	68.1	51.7	52.6	67.9
	% Students Scoring "Meets" or above – Math:	73.6	70.5	91.7	54.4	61.5	70	66.8	68.9	73.8
	% Students Scoring "Meets" or above – Composite:	59	67	82	53	62	68	57	58	70
District Average	% Students Scoring "Meets" or above – Reading:	59.2	62.4	72.9	44.7	50.2	49.2	55.2	59.1	63.9
	% Students Scoring "Meets" or above – Math:	72.4	61.9	75	56.4	57.4	56.9	67.2	68.9	72.8
	% Students Scoring "Meets" or above – Composite:	63	61	68	53	56	55	61	62	67

Subgroup Averages	White - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	White - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Black - % Students Scoring "Meets" or above – Reading:	45.2	68.3	90.7	50.5	63.6	70	51.3	51.9	66.2
	Black - % Students Scoring "Meets" or above – Math:	73.8	68.3	92.6	54.4	61.4	69.7	66.4	67.1	73.1
	Hispanic - % Students Scoring "Meets" or above – Reading:	--	--	--	43.7	51.1	60.4	--	--	--
	Hispanic - % Students Scoring "Meets" or above – Math:	--	--	--	52.4	60.2	64.9	--	--	--
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Native American- % Students Scoring "Meets" or above –	--	--	--	--	--	--	--	--	--

	Native American - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
State Assessments		Dr. Ralph Bunche			Nova-King 6th Grade Center (6th)			Lexington Elementary		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Multiracial/Ethnic - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Multiracial/Ethnic - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Economically Disadvantaged - % Students Scoring "Meets" or above – Reading:	--	--	--	45.7	55.5	62.2	50.9	54.2	68.9
	Economically Disadvantaged - % Students Scoring "Meets" or above – Math:	--	--	--	55.2	57.3	66.5	66.1	69.8	75.5
Local Assessments										
Assessment Name (Reading):		Evans Newton			MAP (New, FY09) data not yet in STAR			Not Avail		
Assessment Name (Math):		AIMS Web			MAP (New, FY09) data not yet in STAR			Not Avail		
Assessment Data Type Reading (PR or NCE): ¹		PR			STAR: both PR and NCE			Not Avail		
Assessment Data Type Math (PR or NCE): ¹		PR			STAR: both PR and NCE			Not Avail		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Score – Reading:	1 st : 73 2 nd : 56 3 rd : 64 4 th : 65	1 st : 78 2 nd : 70 3 rd : 75 4 th : 70	1 st : 89 2 nd : 78 3 rd : 84 4 th : 83	Not Avail	GCE: 4	Not Avail			
	Score – Math:	Not Avail	Not Avail	Not Avail	Not Avail	GCE: 4.5	Not Avail			
District Average	Score – Reading:	58.5	70.2	91	Not Avail	GCE: 4	Not Avail			
	Score – Math:	Not Avail	Not Avail	Not Avail	Not Avail	GCE: 4.5	Not Avail			

Local Assessments					
Subgroup Averages	White – Reading Score:	Local Assessment data is not reported by subgroups	Local Assessment data is not reported by subgroups		
	White – Math Score:				
	Black – Reading Score:				
	Black – Math Score:				
	Hispanic – Reading Score:				
	Hispanic – Math Score:				
	Asian/Pacific Islander – Reading Score:				
	Asian/Pacific Islander – Math Score:				
	Native American – Reading Score:				
	Native American – Math Score:				
	Multiracial/Ethnic – Reading Score:				
	Multiracial/Ethnic – Math Score:				
	LEP – Reading Score:				
	LEP – Math Score:				

Local Assessments		Dr. Ralph J. Bunche			Nova-King 6 th Grade Center (only 6 th)			Lexington Elementary		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Students with Disabilities – Reading Score:									
	Students with Disabilities – Math Score:									
	Economically Disadvantaged – Reading Score:									
	Economically Disadvantaged – Math Score:									

Other Performance Measures										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Student Attendance Rates:	93.3	93.7	93	93.9	92.8	93.9	95.3	95	94.6
	Student High School Graduation Rates:	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
	Student College Attendance Rates:	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
	Teacher Retention Rates:	Not Avail	Not Avail	82	Not avail	Not avail	100	Not Avail	Not Avail	Not Avail
District Average	Student Attendance Rates:	93.2	93.5	93	91.5	91.9	92.9	94.5	94.9	94.9
	Student High School Graduation Rates:	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
	Student College Attendance Rates:	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
	Teacher Retention Rates:	Not Avail	Not Avail	82	Not avail					

Data Requested										
Summary		School #1			School #2			School #3		
School Name:		Summerdale Elementary			Schrum Memorial Middle School			Edison Junior High School		
School District Name/Number:		Rockford, SD 205			Hoover Schrum, SD 157			Pekin, SD 108		
School District Location:		Rockford, IL			Calumet City, IL			Pekin, IL		
Year Opened:		1950			1961			1953		
Current Grades Served:		K-5			6, 7, 8			PK-8		
Current Enrollment:		277			329			331		
School Model (Public/Charter/Other)		Public			Public			Public		
School Type (New Start/Turn Around)		Regular			Regular			Regular		
Current Status (Academic Early Warning Status (AES), Academic Watch Status (AWS), Restructuring):		Restructuring implementation			Removed from Status FY 09			Meeting AYP		

Demographic & Socio-Economic										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Eligible for Free/Reduced Lunch:	83.7	88.9	90.6	76.8	80.	80.5	40.7	42	37.2
	% Students Limited English Proficient:	1.6	.7	.7	1.5	0.9	0.6	--	--	--
	% Students with Disabilities:									
District Average	% Students Eligible for Free/Reduced Lunch:	68.4	71.5	73.7	79.7	82.6	84.2	47.9	48.7	49.6
	% Students Limited English Proficient:	12.3	13.8	9.8	6.2	7.0	4.5	.3	.3	.2
	% Students with Disabilities:									

State Assessments										
Assessment Name (Reading, Math):										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Scoring "Meets" or above – Reading:	48.6	53.6	55.4	54.7	71.7	74.9	77.8	83.7	84.2
	% Students Scoring "Meets" or above – Math:	65.1	69.4	60.2	65.7	70.3	77.8	79.7	83.7	87.8
	% Students Scoring "Meets" or above – Composite:	55	59	59	60	70	74	79	85	86
District Average	% Students Scoring "Meets" or above – Reading:	58.8	60.3	60.3	57.7	70.5	69.8	78.8	82.5	81.4
	% Students Scoring "Meets" or above – Math:	66.9	68.2	68.6	69.5	74	74.2	87.2	88.6	87.3
	% Students Scoring "Meets" or above – Composite:	66	67	67	63	69	69	82	85	84

Subgroup Averages	White - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	77.4	84.3	83.8
	White - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	79.3	83.7	87.6
	Black - % Students Scoring "Meets" or above – Reading:	40	45.2	49.1	52.8	70.6	72.5	--	--	--
	Black - % Students Scoring "Meets" or above – Math:	52.7	59	47.4	62	66.8	74.4	--	--	--
	Hispanic - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Hispanic - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
Asian/Pacific Islander - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--	

Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
-------------------------------------	----	----	----	----	----	----	----	----	----

State Assessments		Summerdale Elementary			Schrum Memorial Middle School			Edison Junior High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Multiracial/Ethnic - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Multiracial/Ethnic - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	26.4	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	34	--	--
	Economically Disadvantaged - % Students Scoring "Meets" or above – Reading:	45.6	50.5	52.7	18.2	--	--	66.7	73.5	78.9
Economically Disadvantaged - % Students Scoring "Meets" or above – Math:	62.2	65.2	59.1	21.8	--	--	66.7	71.6	86.4	

Local Assessments										
Assessment Name (Reading):		Fountas & Pinnel (F&P); DEA/ESA (Think Link)			Study Island (New SY09)			Can Do It; Ed Performance		
Assessment Name (Math):		DEA/ESA (Think Link)			Study Island (New SY09)			Can Do It; Ed Performance		
Assessment Data Type Reading (PR or NCE): ¹		Grade Level						Ed Performance: PR		
Assessment Data Type Math (PR or NCE): ¹		Grade Level						Ed Performance: PR		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Score – Reading:	--	--	1 st : 33% 2 nd : 44% 3 rd : 50% 4 th : 62% 5 th : 50%	--	--	64.7%	2911	2952	2895
	Score – Math:	--	--	1 st : 60% 2 nd : 54% 3 rd : 63% 4 th : 65% 5 th : 79%	--	--	59.4%	2763	2797	2708
District Average	Score – Reading:	--	--	Not avail	--	--	UA	UA	UA	UA
	Score – Math:	--	--	Not avail	--	--	UA	UA	UA	UA

Subgroup Averages	White – Reading Score:	Local Assessment data is not reported by subgroup	Local Assessment data is not reported by subgroup	Composite Scores only		
	White – Math Score:			95.7	94.9	95.2
	Black – Reading Score:			--	--	--
	Black – Math Score:			0.8	0.3	0.3
	Hispanic – Reading Score:			--	--	--
	Hispanic – Math Score:			0.5	2.1%	1.5
	Asian/Pacific Islander – Reading Score:			--	--	--
	Asian/Pacific Islander – Math Score:			--	--	--
	Native American – Reading Score:			--	--	--
	Native American – Math Score:			1.1%	1.3%	0.6%
	Multiracial/Ethnic – Reading Score:			--	--	--
	Multiracial/Ethnic – Math Score:			--	--	--
	LEP – Reading Score:			--	--	--
	LEP – Math Score:			--	--	--

Local Assessments		Summerdale Elementary			Schrum Memorial Middle School			Edison Junior High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Students with Disabilities – Reading Score:							--	--	--
	Students with Disabilities – Math Score:							18%	15%	21%
	Economically Disadvantaged – Reading Score:							--	--	--
	Economically Disadvantaged – Math Score:							40.7%	42%	43%

Other Performance Measures										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Student Attendance Rates:	92.6	92.9	91.6	93.8	93.9	94.1	92.7	93.1	93.9
	Student High School Graduation Rates:	DNA								
	Student College Attendance Rates:	DNA								
	Teacher Retention Rates:	UA	UA	92%	UA	UA	UA	UA	UA	96%
District Average	Student Attendance Rates:	92.6	92.4	92.1	94.1	94.1	94.4	94.2	94.4	94.5
	Student High School Graduation Rates:	DNA								
	Student College Attendance Rates:	DNA								

Summary	School #1	School #2	School #3
School Name:	Flinn Middle School	MacArthur Middle School	Rich East High School
School District Name/Number:	Rockford, SD 205	Berkeley, SD 87	Rich Township, SD 227
School District Location:	Rockford, IL	Berkeley, IL	Park Forest, IL
Year Opened:		1956	1953
Current Grades Served:	6-8	6-8	9-12
Current Enrollment:	864	483	1263
School Model (Public/Charter/Other)	Public	Public	Public
School Type (New Start/Turnaround)	Regular	Regular	Regular
Current Status (Academic Early Warning Status (AES), Academic Watch Status (AWS), Restructuring):	AWS	Removed from Status FY08	AWS

Demographic & Socio-Economic										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Eligible for Free/Reduced Lunch:	66.6	67.2	67	60.8	62.7	64.2	61	68.5	70.2
	% Students Limited English Proficient:	8.0	7.4	0.7	--	--	1.4	--	--	--
	% Students with Disabilities:									
District Average	% Students Eligible for Free/Reduced Lunch:	68.4	71.5	73.7	60.7	62.3	64.4	51.5	56.8	59.3
	% Students Limited English Proficient:	12.3	13.8	9.8	14.1	18.1	23.7	0.1	0.1	0.1
	% Students with Disabilities:									

State Assessments										
Assessment Name (Reading, Math):										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Scoring "Meets" or above – Reading:	65.7	70	71.6	77.1	81.7	84.1	35.9	44.5	60.2
	% Students Scoring "Meets" or above – Math:	66.6	73.9	77.8	79.6	85.5	86.1	32.5	40.5	55.1
	% Students Scoring "Meets" or above – Composite:	66	70	74	78	83	84.2	31	38	43
District Average	% Students Scoring "Meets" or above – Reading:	58.8	60.3	60.3	68	70.6	72.4	37.2	41.4	48.3
	% Students Scoring "Meets" or above – Math:	66.9	68.2	68.6	84.2	84.4	84.4	27.3	37.5	41.3
	% Students Scoring "Meets" or above – Composite:	66	67	67	76	76	76	30	36	39

Subgroup Averages	White - % Students Scoring "Meets" or above – Reading:	72.4	75.8	75.7	--	--	--	--	--	--
	White - % Students Scoring "Meets" or above – Math:	72.6	78	82.3	--	--	--	--	--	--
	Black - % Students Scoring "Meets" or above – Reading:	52.7	57.5	56.5	77.2	81.5	81.7	31.1	39.4	53.7
	Black - % Students Scoring "Meets" or above – Math:	46.4	56.3	60.7	75.9	79.5	81.2	25.7	35.0	50.7
	Hispanic - % Students Scoring "Meets" or above – Reading:	55.8	63	69.9	76	80	86.4	--	--	--
	Hispanic - % Students Scoring "Meets" or above – Math:	66.3	77.3	78	84.4	91.8	91.5	--	--	--
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Native American- % Students Scoring "Meets" or above –	--	--	--	--	--	--	--	--	--

State Assessments		Flinn Middle School			MacArthur Middle School			Rich East High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Multiracial/Ethnic - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Multiracial/Ethnic - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Reading:	29.3	31.0	44.8	38.5	51.8	58.8	--	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Math:	27.1	39.3	51.1	46.2	64.7	65.8	--	--	--
	Economically Disadvantaged - % Students Scoring "Meets" or above – Reading:	60.6	62.9	66.7	76.3	77.8	83.2	29.2	41.7	60.2
	Economically Disadvantaged - % Students Scoring "Meets" or above – Math:	61.7	68.2	73.9	77.4	84.2	86.4	26.7	32.4	55.1

Local Assessments										
Assessment Name (Reading):		Not Avail			Terra Nova Oral Reading Fluency			EXPLORE		
Assessment Name (Math):		Not Avail			Terra Nova AIMS Web			EXPLORE		
Assessment Data Type Reading (PR or NCE): ¹		Not Avail			NCE			NCE		
Assessment Data Type Math (PR or NCE): ¹		Not Avail			NCE			NCE		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Score – Reading:	--	--	--	--	--	83	13.4	13.3	13.2
	Score – Math:	--	--	--	--	--	88	14.2	14.5	14
District Average	Score – Reading:	--	--	--	--	--	70	13.4	13.2	13.3
	Score – Math:	--	--	--	--	--	70	14.5	14.5	14
		--	--	--	--	--				

Subgroup Averages	White – Reading Score:	--	--	--	--	--	--	Local Assessment data is not reported by subgroup
	White – Math Score:	--	--	--	--	--	--	
	Black – Reading Score:	--	--	--	--	--	81.7	
	Black – Math Score:	--	--	--	--	--	81.2	
	Hispanic – Reading Score:	--	--	--	--	--	86.4	
	Hispanic – Math Score:	--	--	--	--	--	91.5	
	Asian/Pacific Islander – Reading Score:	--	--	--	--	--	--	
	Asian/Pacific Islander – Math Score:	--	--	--	--	--	--	
	Native American – Reading Score:	--	--	--	--	--	--	
	Native American – Math Score:	--	--	--	--	--	--	
	Multiracial/Ethnic – Reading Score:	--	--	--	--	--	--	
	Multiracial/Ethnic – Math Score:	--	--	--	--	--	--	
LEP – Reading Score:	--	--	--	--	--	--		

Local Assessments		Flinn Middle School			MacArthur Middle School			Rich East High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup 89.6A88. Averages (Cont'd)	Students with Disabilities – Reading Score:	--	--	--	--	--	--			
	Students with Disabilities – Math Score:	--	--	--	--	--	--			
	Economically Disadvantaged – Reading Score:	--	--	--	--	--	--			
	Economically Disadvantaged – Math Score:	--	--	--	--	--	--			

Other Performance Measures		Flinn Middle School			MacArthur Middle School			Rich East High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Student Attendance Rates:	92.4	92.6	92.6	95.5	95.9	95.9	88.9	87.6	89.8
	Student High School Graduation Rates:	DNA	DNA	DNA	DNA	DNA	DNA	91.1	90.2	90.5
	Student College Attendance Rates:	DNA	DNA	DNA	DNA	DNA	DNA	Not Avail	Not Avail	72
	Teacher Retention Rates:	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	60	Not Avail	Not Avail	83
District Average	Student Attendance Rates:	92.6	92.4	92.1	95.3	95.5	95.3	88.6	89.6	88.7
	Student High School Graduation Rates:	DNA	DNA	DNA	DNA	DNA	DNA	90.6	92	91.8
	Student College Attendance Rates:	DNA	DNA	DNA	DNA	DNA	DNA	Not Avail	Not Avail	72
	Teacher Retention Rates:	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	60	Not Avail	Not Avail	83

Data Requested										
Summary		School #1			School #2			School #3		
School Name:		Elmwood Park High School			Rockford East High School			Mundelein Cons High School		
School District Name/Number:		Elmwood CUSD, SD 322			Rockford, SD 205			Mundelein Community, SD 120		
School District Location:		Elmwood Park, IL			Rockford, IL			Mundelein, IL		
Year Opened:		1954			1939			1960		
Current Grades Served:		9-12			9-12			9-12		
Current Enrollment:		2.812			1,328			2.222		
School Model (Public/Charter/Other)		Public			Public			Public		
School Type (New Start/Turnaround)		Regular			Regular			Regular		
Current Status (Academic Early Warning Status (AES), Academic Watch Status (AWS), Restructuring):		AEW			State Status: AWS			AWS		

Demographic & Socio-Economic										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Eligible for Free/Reduced Lunch:	20.9	28.1	29.1	63.5	73.2	72.2	21.2	18.8	24.2
	% Students Limited English Proficient:	2.9	3.8	3.6	13.6	16.7	1.6	3.3	3.5	3.6
	% Students with Disabilities:									
District Average	% Students Eligible for Free/Reduced Lunch:	13.1	13.7	13.8	68.4	71.5	73.7	21.2	18.8	24.2
	% Students Limited English Proficient:	--	--	--	12.3	13.8	9.8	3.3	3.5	3.6
	% Students with Disabilities:									

State Assessments										
Assessment Name (Reading, Math):										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	% Students Scoring "Meets" or above – Reading:	52.5	51.3	65.8	32.6	27.5	45.2	50.3	53.8	58.5
	% Students Scoring "Meets" or above – Math:	48.3	52.9	71.9	21.4	22.8	25.0	54.5	58.5	58.1
	% Students Scoring "Meets" or above – Composite:	50	50	64	24	24	30	53	55	58
District Average	% Students Scoring "Meets" or above – Reading:	83.8	86.4	84.9	58.8	60.3	60.3	50.3	53.8	58.5
	% Students Scoring "Meets" or above – Math:	88.6	88.5	87.7	66.9	68.2	68.6	54.5	58.	58.1
	% Students Scoring "Meets" or above – Composite:	50	50	64	36	34	35	53	55	58

Subgroup Averages	White - % Students Scoring "Meets" or above – Reading:	59	53.6	68.9	43.3	33.7	56.5	61.1	62.8	70.1
	White - % Students Scoring "Meets" or above – Math:	54.2	55.1	73.6	31.1	28.9	33.3	64.4	66.4	69
	Black - % Students Scoring "Meets" or above – Reading:	--	--	--	14.8	--	37.5	--	--	--
	Black - % Students Scoring "Meets" or above – Math:	--	--	--	11.1	--	10.9	--	--	--
	Hispanic - % Students Scoring "Meets" or above – Reading:	36.2	--	--	--	--	29.2	20.5	31.6	35.5
	Hispanic - % Students Scoring "Meets" or above – Math:	31.3	--	--	--	--	25.0	26.8	32.5	33.9
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Asian/Pacific Islander - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--

Reading:		Scoring "Meets" or above –								
State Assessments		Elmwood Park High School			East High School			Mundelein High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Multiracial/Ethnic - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	Multiracial/Ethnic - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	--	--	--
	LEP - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	--	--	--
	Students with Disabilities - % Students Scoring "Meets" or above – Reading:	--	--	--	--	--	--	24.6	14.8	--
	Students with Disabilities - % Students Scoring "Meets" or above – Math:	--	--	--	--	--	--	23.2	22.2	--
	Economically Disadvantaged - % Students Scoring "Meets" or above – Reading:	--	--	49.0	25.8	25.4	40.2	25.5	30.1	31.3
	Economically Disadvantaged - % Students Scoring "Meets" or above – Math:	--	--	72.5	14.2	21.2	22.0	28.7	31.2	30.3
Local Assessments										
Assessment Name (Reading):		Read 180; EXPLORE, PLAN			Think Link Discovery Education			EXPLORE, PLAN, Practice ACT		
Assessment Name (Math):		EXPLORE, PLAN			DNA			EXPLORE, PLAN, Practice ACT		
Assessment Data Type Reading (PR or NCE): ¹		NCE						PR		
Assessment Data Type Math (PR or NCE): ¹		NCE			DNA			PR		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Score – Reading:	--	--	75%	--	--	57.6	--	--	158
	Score – Math:	--	--	15; 17	DNA	DNA	DNA	--	--	160
District Average	Score – Reading:	--	--	--			62.2	--	--	158
	Score – Math:	--	--	--	DNA	DNA	DNA	--	--	160

Subgroup Averages	White – Reading Score:	Local Assessment Data is not reported by subgroup	Local Assessment Data is not reported by subgroup	--	--	70.1
	White – Math Score:			--	--	69
	Black – Reading Score:			--	--	29.4
	Black – Math Score:			--	--	23.5
	Hispanic – Reading Score:			--	--	35.5
	Hispanic – Math Score:			--	--	33.9
	Asian/Pacific Islander – Reading Score:			--	--	--
	Asian/Pacific Islander – Math Score:			--	--	--
	Native American – Reading Score:			--	--	--
	Native American – Math Score:			--	--	--
	Multiracial/Ethnic – Reading Score:			--	--	--
	Multiracial/Ethnic – Math Score:			--	--	--

								--	--	5.6
LEP – Math Score:								--	--	16.7
Local Assessments		Elmwood Park High School			East High School			Mundelein High School		
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
Subgroup Averages (Cont'd)	Students with Disabilities – Reading Score:							--	--	10.5
	Students with Disabilities – Math Score:							--	--	5.3
	Economically Disadvantaged – Reading Score:							--	--	31.3
	Economically Disadvantaged – Math Score:							--	--	30.3

Other Performance Measures										
School Year		SY07	SY08	SY09	SY07	SY08	SY09	SY07	SY08	SY09
School	Student Attendance Rates:	92.8	92.6	93.5	89.2	88.7	89.9	94.3	93.1	94.3
	Student High School Graduation Rates:	93.8	91.5	95.3	68.5	61.3	56	95.1	91	88.1
	Student College Attendance Rates:	Not Avail	Not Avail	94	Not Avail	Not Avail	70	Not Avail	Not Avail	85
	Teacher Retention Rates:	Not Avail	Not Avail	94	95	95	98	Not Avail	Not Avail	Not Avail
District Average	Student Attendance Rates:	95.6	95.6	96.3	92.6	92.4	92.1	94.3	93.1	94.3
	Student High School Graduation Rates:	92.7	100	90.2	75	71.8	70.9	95.1	91	88.1
	Student College Attendance Rates:	Not Avail	Not Avail	94	Not Avail	Not Avail	70	Not Avail	Not Avail	85
	Teacher Retention Rates:	Not Avail	Not Avail	90	95	95	98	Not Avail	Not Avail	85

6. Fiscal and Management Capabilities: Provide evidence of sufficient fiscal and management capacity to undertake all activities described in the Lead Partner proposal and/or Supporting Partner proposal, as applicable. The description must address each of the following.

a. A description of the contractor's organization.

Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) provide a statewide delivery system that focuses on high quality, maximum consistency and full geographical coverage of Illinois. Offices are statutorily created and funded through a combination of local, state and federal funds. For the more than 850 school districts in Illinois (except Chicago Public Schools), the ROEs and ISCs are the backbone to their connection with each other and to the Illinois State Board of Education. Throughout the years, ISBE has used the statewide ROE/ISC system to deliver services in school improvement, technology, reading, math, assessment, standards alignment, homeless education, truancy, regional safe schools, compliance and regulatory functions and much more. Whether the program is for teacher or administrator professional development, direct student services or even partnerships to the court system or local businesses, ROEs/ISCs provide the only statewide delivery system with decades of experience in planning, implementing and evaluating programs; regardless to the content or the funding source.

There are three tiers of services (student support services, leadership and decision-making services, curriculum and instruction services, and human capital services) currently provided by the ROEs and ISCs in Illinois.

- Tier I all ROEs can provide through their own office or in pd coops (like SIP work)
- Tier II all AREAs can provide by working together (like RESPRO)
- Tier III as a STATEWIDE organization (like Lead Partner services)

Tier I services are provided by all ROEs/ISCs as an office or as a professional development cooperative. Tier II services are provided by ROEs/ISCs in collaboration with other offices throughout a geographical area. Tier III services are provided in only one or two places throughout the state but all offices have access to that expertise due to the highly-developed network.

ROEs/ISCs have historical roots back to 1845 with the creation of the Superintendent of Common Schools in his County and have continued to grow and change through a period of time in which the offices provided their districts with most of the fiscal and regulatory duties of the state to this time in which the offices are providing research-based, best-practice educational services to all counties in Illinois.

b. The specific legal entity that will undertake the services described in the Lead Partner proposal and/or Supporting Partner proposal.

The specific legal entity that will undertake the services will be the ***Illinois Association of Regional Superintendents of Schools (IARSS)*** representing a consortium of Illinois' Regional Offices of Education and Intermediate Service Centers.

c. The qualifications of staff who will manage implementation of the activities described in the Lead Partner proposal and/or Supporting Partner proposal, as applicable. Include resumes.

Below are listed the staff involved in the management of the activities described in the Lead Partner Proposal. Resumes attached at end of this document section.

- Amy Jo Clemens (resume pages 6-7)
- Sally J. Weber (resume pages 8-9)

d. Evidence that the applicant has adequate financial, organizational, and technical resources to administer implementation of the proposed program in the districts indicated in the proposal. This evidence must include (but need not be limited to):

- A description of the applicant's plan for developing organizational capacity to implement the activities specified in its Lead Partner proposal all potential districts.

We will use the local ROE as the base of support since they will have the connections and local knowledge to pull together wrap-around services, but then we will use the strength of the statewide system and incredible knowledge base to support that ROE. Our most successful programs have actually been delivered with a strong Area concentration. One local ROE usually can not support a whole state program, but an Area of ROEs are usually diverse enough to provide a wide range of programs/services/skills/knowledge, but still close enough geographically so that issues like school size and inequitable funding are overcome.

Underscoring the capacity of IARSS to provide support statewide, IARSS has a Framework for Regional Delivery of Professional Development and Services (See below). The Framework provides for:

High Quality

- | Allows services to be provided that align with national standards that are based on research of effective practices
- | Provides for staff trained in core competencies at every regional site
- | Provides for ongoing feedback on training design and delivery from the evaluation framework
- | Supports proactive rather than reactive services

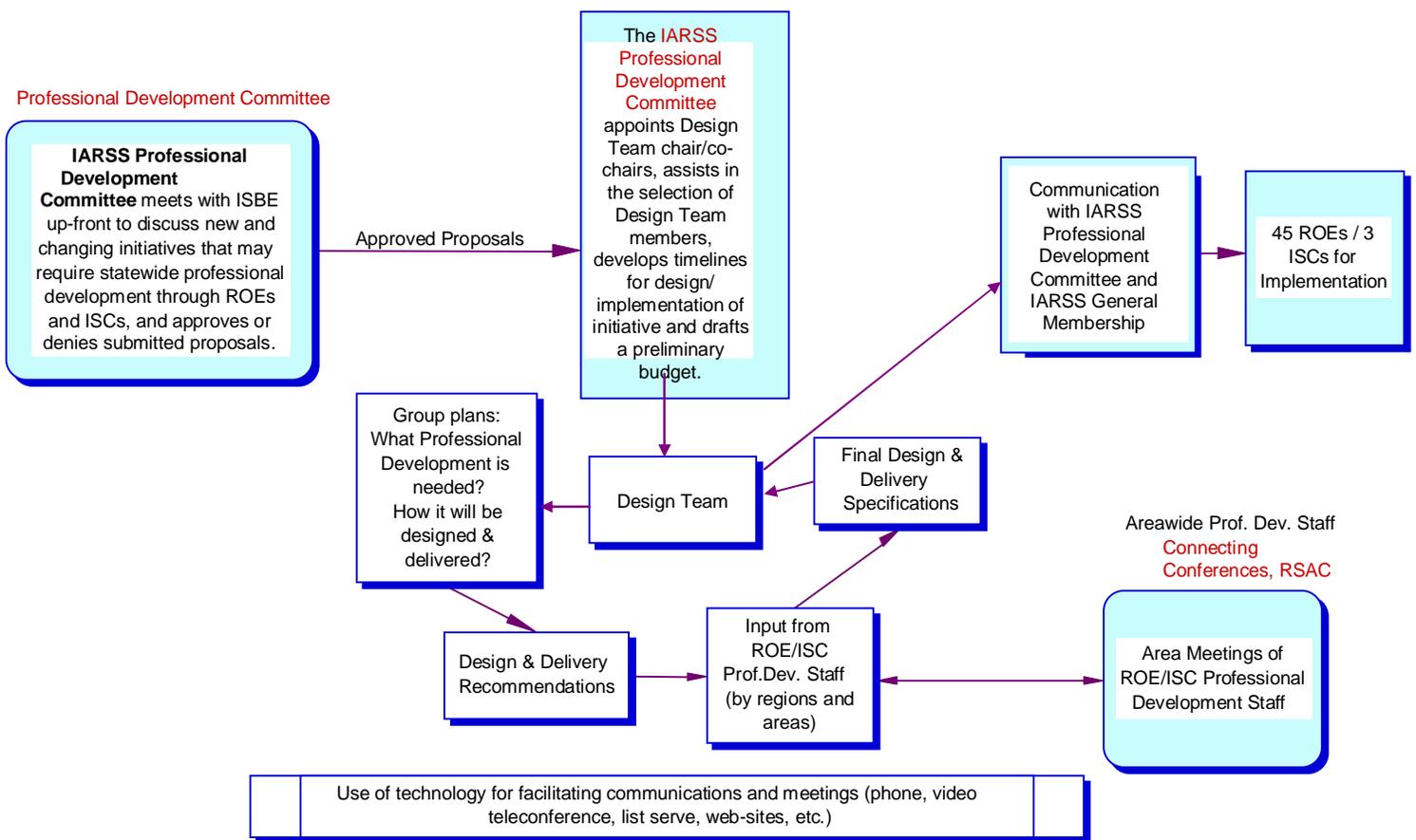
Consistency:

- | Consistent training design based on proven principles
- | Consistent availability of high quality training materials
- | Consistent Training of Trainers
- | Consistent evaluation, data collection and reporting
- | Consistency of message

Universal Access:

- | Each office will be enabled to deliver high quality, consistent training, support, information, and materials at a lower cost, as each office will not have to replicate the design, creation and delivery costs
- | Allocating monies for delivery up-front when initiatives are funded enables ROEs/ISCs to fully or partially underwrite delivery costs to schools (in some areas, cost is a barrier to universal access -- this would decrease those barriers)

Structure for Professional Development Design and Delivery of Statewide Initiatives through the ROEs and ISCs



- Completed federal tax returns (or the equivalent for nonprofit entities) for the two most recent years;

Not applicable.

- Either an audit report or audited financial statements completed within two years prior to submission of the proposal;

The Illinois Association of Regional Superintendents of Schools (IARSS) is subcontracting with the Macon-Piatt Regional Office of Education to serve as the fiscal agent for the LEAD Partner contract.

See attachment

- Evidence of sufficient financial capacity to operate for up to six months prior to receiving payment from the contracting school district;

The Illinois Association of Regional Superintendents of Schools (IARSS) is subcontracting with the Macon-Piatt Regional Office of Education to serve as the fiscal agent for the LEAD Partner contract.

See attachment

- e. The auditing process that will be used by the applicant, and the frequency at which it will occur.

The auditing process used will follow the general auditing procedures required of ROEs/ISCs and the Auditor General's auditing guidelines. The auditing will occur on an annual basis.

- f. Proof of legal authority to conduct business in Illinois.

See certificate below.



[SERVICES](#) [PROGRAMS](#) [PRESS](#) [PUBLICATIONS](#) [DEPARTMENTS](#) [CONTACT](#)

CORPORATION FILE DETAIL REPORT

Entity Name	ILLINOIS ASSOCIATION OF REGIONAL SUPERINTENDENTS OF SCHOOLS	File Number	59775731
Status	ACTIVE		
Entity Type	CORPORATION	Type of Corp	NOT-FOR-PROFIT
Incorporation Date (Domestic)	01/23/1998	State	ILLINOIS
Agent Name	W MICHAEL MCCREERY	Agent Change Date	01/28/2003
Agent Street Address	620N WALNUT ST	President Name & Address	GIL MORRISON DEKALB COUNTY ROE
Agent City	SPRINGFIELD	Secretary Name & Address	MARC A. DRONE BOND / FAYETTE / EFFINGHAM COUNTIES ROE #12
Agent Zip	62702	Duration Date	PERPETUAL
Annual Report Filing Date	00/00/0000	For Year	2010

[Return to the Search Screen](#)

Acquired from: <http://www.ilsos.gov/corporatellc/CorporateLlcController>

Amy Jo Clemens

729 Heights Road
Dixon, IL 61021
aclemens@juno.com
(815) 288-0789

PROFESSIONAL STATEMENT

I will reach out to educators, parents, and community members in Lee and Ogle Counties to inspire to our greatest achievements yet in education, advocacy and service.

EDUCATION

Educational Specialist, Northern Illinois University, DeKalb, IL 8/2005, Superintendent End.
Type 75 Certification, Northern Illinois University, DeKalb, IL 1996
Master of Science in Education, Northern Illinois University, DeKalb, IL 1989,
Major: Secondary Education, Type 09 Certification 8/88, Physical Science & Chemistry End.
Bachelor of Arts, Ripon College, Ripon, WI 1986, Majors: Chemistry and Chemistry-Biology

Currently enrolled in Education Doctorate (Ed. D.) at Northern Illinois University.

PROFESSIONAL EXPERIENCE

Regional Superintendent, Lee/Ogle Regional Office of Education, Dixon, IL 2004- present

Elected to serve 16 districts and 4 private schools in 2 counties including 15,000 students and 1200 educators.

- Manage budget of more than \$2.5 million consisting of Lee and Ogle County funds, state grant funds, federal grant funds and local funds.
- Oversee teacher, administrator, counselor and teacher assistant certification, recertification and NCLB Highly Qualified teacher procedures for more than 1200 educators.
- Regulate compliance of 16 districts to the requirements of the Illinois School Code and Illinois Administrative Code.
- Facilitate Health-Life Safety projects, amendments and funds of more than 40 buildings throughout the 16 districts and 4 private schools.
- Deliver professional development to more than 4000 educators and community members per year.
- Assist buildings with the school improvement process including those identified by the Illinois State Board of Education as in need of improvement.
- Assure truancy and dropout prevention services along with GED preparation and testing to more than 700 students annually.
- Connect at risk students to services as needed – Homelessness, job skill training, credit recovery and Regional Safe School Program, Workforce Investment Act program.
- Serve as Board Member of Lee County Special Education Cooperative, Ogle County Education Cooperative, and Secretary to the Lee/Ogle Regional Board of School Trustees.
- Provide services to assist educators and community with technology integration and skill development.
- Collaborate with community groups such as the Lee and Ogle County Juvenile Justice Councils, the Greater Rochelle Area Planning Council, Departments of Public Health, and Emergency Management Coalitions with regard to educational issues.
- Hosted Shared Services Center pilot focusing on eProcurement, student information management program and possible future financial services.

Lead Consultant, Lee/Ogle Regional Office of Education, Dixon, IL 2000-2004

Professional Development Specialist and Manager

- Plan for school improvement – data collection, analysis and action planning.
- Write and coordinate Area II Illinois Math and Science Partnership Grant for middle school professional development totaling more than \$1 million over 4 years.
- Provide No Child Left Behind resource, guidance and implementation assistance and training in ISAT/PSAE planning and data interpretation, standards alignment, research –based strategies for reading and mathematics and curriculum mapping.
- Train teachers on instructional strategies such as cooperative learning and quality classroom assessment and learning environments such as teambuilding and bully prevention.
- Taught courses in technology in the classroom and assisted with IL state tech plan

Liaison to Illinois State Board of Education

- Area II System of Support, Reading First, and Technology Matters Leadership Team.
- Illinois 8th Grade Math ISAT Validation Committee.
- Connecting Conference Planning Committee Chair, a state-wide, tri-annual conference for regional office consultants.

Approved Statewide Trainer

- Induction for the 21st Century Educator (new teacher mentoring)
- Standards Aligned Classroom (classroom assessment and Illinois Learning Standards alignment)
- No Child Left Behind (Administrator Academy and community impact)
- Mathematics ISAT – Multiple Choice and Extended Response
- School Improvement Plan Rubric Assessment for System of Support Schools

Principal, Malta CUSD #433, Malta, IL 1996-2000

- Principal of junior/senior high school implementing Coalition of Essential Schools reform initiatives.
- Organized annual student all-school exhibitions and portfolio graduation interviews.
- Coordinated comprehensive program involving teacher supervision and teams, student discipline and attendance, school improvement plan, technology coordinator, special education, learn and serve program, athletic and activities director.
- Presenter at national Fall Forum conference.

Teacher, Genoa-Kingston CUSD #424, Genoa, IL 1990-1996

- Instructed chemistry, physics, earth science and environmental science.
- Other duties include coach, class advisor (prom) GKEA, Quality Review Process, and Student of the Month Award.

Teacher, South-Beloit CUSD #320, South Beloit, IL 1988-1990

- Taught chemistry, physics and general physical science.
- Utilized laboratory activities and in-class exercises to adapt the curriculum to the needs of lower-achieving students.

MEMBERSHIPS

Illinois Association of School Administrators
Illinois Association of Regional School Superintendents
Association for Supervision and Curriculum Development
Lee County and Ogle County Republican Women
Dixon Rotary Club, Co-Chair Literacy Committee

Sally J. Weber, Ed.D.
Two Rivers Professional Development Center
10112 W. Dubois Road
Edwards, IL 61528
309-673-1040
sweber@peoriaroe48.net

Current

Responsibilities

Director, Two Rivers Professional Development Center, Peoria, IL
Peoria Regional Office of Education 48

- provides professional development opportunities in multi-county area
- oversees over \$2,750,000 education funding
- administers local, state and federal grants
- collaborates with parents, business, universities, agencies
- responsible for professional consultant and support staff
- coordinates Response to Intervention grant for 22 counties
- administers Area III RESPRO grant
- area administrator for Illinois Virtual School

Educational

Preparation

National Staff Development Council Academy X: NSDC's certification program graduate 2002

Doctorate Degree: Adult Education, Northern Illinois University, Dekalb, IL 1995

Masters Degree: Science Education, Western Illinois University, Macomb, IL 1976

Bachelors Degree: Science Education, Eastern Illinois University, Charleston, IL 1972

Selected

*Professional
Experience*

Statewide Design Team Member, **Standards-aligned Classroom Initiative**

Graduate Level Instructor, **Bradley University, Peoria, IL**
Aurora University, Aurora, IL

Curriculum Director, Dunlap School District, Dunlap, IL

Classroom Teacher (grades K-8), Dunlap, IL and Peoria Heights, IL

Selected

Professional

Jaycees Outstanding Young Educator, Peoria, IL

Activities

Good Apple Publication, Pirates, Castle, Knights, and Other

Learning Delights, Carthage, IL

**Quality Assurance Reviewer, Sawyer Elementary School, Chicago
Watseka High School, Watseka, IL**

Week TV 25 - Women in Leadership Award , Peoria, IL

Personal

Characteristics

- Excellent communication skills
- Organized self-starter
- Handles multiple tasks
- Problem solver
- Collaborator/team player
- Reflective leader

Areas of

**Knowledge/
Skills**

- Understands models of school improvement planning
- Ability to select, gather, analyze data for decision-making
- Ability to link/blend programs and initiatives for maximum effectiveness
- Able to identify and match scientifically based teaching, learning, and assessment practices to specific school needs
- Knowledgeable about adult learning
- Ability to work collaboratively across multiple constituencies
- Knowledgeable about NCLB requirements
- Versed in diversity and school climate issues
- Understands factors that place students at-risk of academic failure
- Technologically literate, including knowledge of word processing, desktop publishing, presentation software/SmartBoard
- Trained as a coach in Standards-Aligned Classroom (SAC)
- Knowledgeable of and able to coordinate state and federal programs
- Knowledgeable about the National Board Teacher Certification process
- Knowledgeable about evaluation of professional development programs/activities
- Able to design and prepare required reports using a variety of media
- Able to formulate, interpret, adjust budget process and prepare financial reports

7. **Exceptions to the RFSP:** If ISBE contracts directly with a pre-qualified Leading or Supporting Partner, then the Lead or Supporting Partner is subject to the contractual terms and provisions set forth in Appendix F and Attachment 10. Therefore each applicant's proposal must clearly identify suggested exceptions if any, to the contractual terms and provisions. **Suggested exceptions to requirements and contract modifications, while allowed, are discouraged. ISBE is under no obligation to accept exceptions or modifications suggested by the bidder (or any subcontractors), and any exceptions or modifications will affect ISBE's evaluation of the proposal and may result in rejection.** If the bidder (or any subcontractors) does wish to suggest exceptions or modifications, then all such exceptions or modifications must be submitted with the proposal. Failure to resolve exceptions to the contractual terms within three (3) business days from ISBE's first contact with the bidder regarding the exceptions may preclude ISBE's further consideration of the bidder's proposal.

The bidder does not request any exceptions to the requirements and contract modifications.

- 8. Contracts with ISBE:** The proposal must include a list of all contracts (including contract numbers) that the contractor has had with the State Board of Education during the past five years (do not include contracts with public entities such as ROEs, schools, etc.).

The regional offices of education (ROEs) do not ordinarily contract with the Illinois State Board of Education. The ROEs/ISCs have been awarded a number of grants over the past five years. They include:

Administrators' Academy
ASPIRE (Alliance for School-based Problem-solving and Intervention Resources in Education)
Career Awareness and Development
IASA, Title II Eisenhower Professional Development Program
Education to Careers
Illinois Mathematics and Science Partnership Program
Illinois New Principal Mentoring Program
Illinois Tobacco Prevention Education
Internal Review Grant
LBSI (Learning Behavior Specialist I)
Technology for Success – Learning Technology Center
Preschool for All 3-5 year olds Early Childhood Grant
Reading Excellence Act Grant
Reading First Professional Development
Reading First Technical Assistance
Reading Professional Development Grant
RESPRO (Regional Service Providers)
Scientific Literacy Grants
School Improvement Grant
Standards-Aligned Classroom
Substance Abuse and Violence Prevention
Summer Bridges
Title IID Competitive Grant

Contracts:

Scaling-up of Evidenced-based Practices (SISEP) - #MY10533
Illinois Virtual School - #