



# Illinois State Board of Education

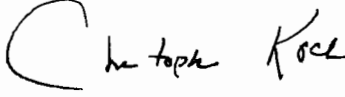
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Gery J. Chico  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

April 7, 2014

**TO:** Eligible Applicants

**FROM:** Christopher A. Koch, Ed.D.   
State Superintendent of Education

**SUBJECT: REQUEST FOR PROPOSALS (RFP):** FY 2015 School Improvement 1003(g) Grants

## General Information

**Eligible Applicants:** The Illinois State Board of Education (ISBE) requested from the U. S. Department of Education (ED) a waiver to the school eligibility requirements found in *Section I.A.1 of the School Improvement Grant (SIG) final requirements*. ED has granted permission for ISBE to replace its Tier I, Tier II, and Tier III eligible schools list with the list of Illinois Priority schools eligible to compete for a SIG.

Local education agencies (LEAs) with one or more Priority schools (as described below) are eligible to apply. An eligible LEA may apply for a SIG on behalf of one or more qualifying Priority schools. In addition, LEAs may reapply for a SIG for former Cohort I SIG recipient schools (i.e., those Cohort I SIG recipients whose grant has expired or was not renewed on or before June 30, 2013) and which now appear on the Priority school eligibility list for this FY 2015 competition round.

**A Priority school** is a Title I or Title I eligible school that:

- Is among the persistently lowest performing five percent of Title I schools in the state based on a three-year average (i.e., from 2011 to 2013) performance of the “all students group” category for the percentage of students meeting/exceeding standards on state tests in reading and mathematics combined; and
- Demonstrates a lack of progress; *or*
- Is a Title I participating or eligible secondary school that has an average graduation rate of less than 60 percent over the last three years (i.e., from 2011 to 2013).

**Definitions:** The following definitions are provided to assist with the understanding of eligibility criteria and related terms.

**Persistently lowest performing schools** describes the lowest achieving five percent of Title I schools (i.e., Priority school) in the state based on the three-year average of the “all students group” category for the percent meeting/exceeding standards in reading and math combined and that demonstrate a lack of progress.

**Lack of Progress** is demonstrated by a school when there:

- Has been a decrease in the percentage of the “all students group” meeting/exceeding standards on the state assessments from any one year to the next; or
- Has been less than a 10 percent increase in the “all students group” meeting/exceeding standards on the state assessments for the most recent school year when compared to the immediate preceding school year and less than a 20 percent cumulative increase for the “all students group” when compared to the previous two years.

**Secondary School** is defined as an attendance center serving students in any combination of grades 9 through 12 (although it may also have students enrolled in grades below grade 9).

Pursuant to the “Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA)”, located at <http://www2.ed.gov/programs/sif/sigguidance03012012.doc>, ISBE has generated eligibility lists to include the districts and their schools that meet the Priority definition as described above. These eligibility lists are posted at [http://www.isbe.state.il.us/sos/htmls/sip\\_1003.htm](http://www.isbe.state.il.us/sos/htmls/sip_1003.htm).

If school district officials believe they qualify with one or more Priority schools and are not included on the eligibility list, they may contact ISBE in writing at the e-mail addresses provided in the “Contact Persons” section of this RFP and request an eligibility status review.

**Grant Award:** ISBE has the authority, pursuant to Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA SIG), to distribute funds to eligible applicants for the purpose of implementing SIGs. The total amount of funding available for this grant competition is \$22 million per year. For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this program are derived from federal sources.

Annual grant awards to LEAs will range from not less than \$50,000 to \$2 million per participating Priority school, subject to available funds. Actual allocations are based on the intervention model chosen and ISBE guidelines as outlined in this RFP. It is anticipated that grant funds will be available to successful applicants for two additional one-year continuation periods, except in the case of school closure.

Payment under this grant is subject to receipt of funds from ED to ISBE. Furthermore, payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly for the program. Should the agency fail to receive sufficient federal funds for this program, ISBE will cease immediately all further obligations.

**Grant Periods:** The grant period will begin no sooner than July 1, 2014 and will extend from the execution date of the grant agreement until June 30, 2015 (FY 2015). Two continuation periods are anticipated—July 1, 2015 to June 30, 2016 (FY 2016) and July 1, 2016 to June 30, 2017 (FY 2017). Funding in the subsequent two continuation periods will be contingent upon a sufficient appropriation for the program **and** satisfactory progress in the preceding grant period.

**Application Deadline:** Mail the original proposal, five compact discs (CDs) containing an electronic copy in PDF or Microsoft® Word files to the address below to ensure receipt no later than **4:00 p.m. CDT on Wednesday, May 7, 2014.**

Janice Hibbert  
Illinois State Board of Education  
Division of System of Support & District Intervention, N-242  
100 North First Street  
Springfield, Illinois 62777-0001

Proposals may also be hand-delivered to the following locations:

Springfield Office  
Information Center  
1st Floor  
100 North First Street

Chicago Office  
Reception Area  
Suite 14-300  
100 West Randolph Street

**Webinars:** ISBE offers the following archived and live webinars to support applicants with the completion of their proposals.

1. ***Archived pre-recorded Webinars:*** Applicants may access webinars from previous grant cycles as listed below for assistance with the completion of their proposals. The webinars are located on the Innovation and Improvement website available at [http://www.isbe.net/sos/htmls/sip\\_1003.htm](http://www.isbe.net/sos/htmls/sip_1003.htm). A description of each webinar follows.
  - A. **District Needs Assessment Webinar:** Details the District Needs Assessment as the first step in the application process for the SIG. The webinar explains how the needs assessment is designed to help applicants pinpoint the areas in which their district should focus and prioritize its resources in order to significantly improve student achievement. This webinar reviews each section of the District Needs Assessment that is a required component of the application.
  - B. **FY 2012 SIG 1003(g) Budget Development Webinar:** Provides detailed budget guidance regarding how to complete both the LEA and the individual school budget components of the grant applications.
  - C. **Bidders' Conference:** During this webinar, participants learn how the Needs Assessment and SIG application will be analyzed by reviewers. Applicants are given specific guidance on developing the three-year budget and how district capacity and school readiness are measured.

*In addition, ISBE will host live webinar opportunities for interested applicants. Dates, times and registration information for those events will be posted at [http://www.isbe.net/sos/htmls/sip\\_1003.htm](http://www.isbe.net/sos/htmls/sip_1003.htm) at the time of the release of this RFP.*

**Additional Information and Changes to the RFP:** Should additional information become available or changes to the RFP be made prior to the deadline, ISBE will post those changes to [http://www.isbe.net/sos/htmls/sip\\_1003.htm](http://www.isbe.net/sos/htmls/sip_1003.htm). Applicants are advised to check the site before submitting a proposal.

**Contact Persons:** For more information on SIG, contact E. Robin Staudenmeier at [estauden@isbe.net](mailto:estauden@isbe.net) or Linda Shay at [lsbay@isbe.net](mailto:lsbay@isbe.net) or by phone at 217-524-4832.

## **Background and Program Specifications**

School Improvement Grants (SIG), as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) are made available from ED to state education agencies (SEAs) to provide sub grants to local education agencies (LEAs) for use in Priority schools. In awarding such grants, ISBE gives Priority consideration to those LEAs that demonstrate the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress (AYP) and exit improvement status. Under the final requirements, as published in the [Federal Register](#) in October 2010 and in accordance with recent waiver provisions of the ESEA, SIG funds must be focused on Priority schools as defined in the “Eligible Applicants” section of this RFP.

The CFDA number for the ESEA is 84.377A, and the Award number is S377A090014. The purpose of the grant is to assist the state’s lowest performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make AYP and exit improvement status.

Selected grantees will be required to implement one of four approved school intervention models as listed below for each participating Priority school. Further explanation and details about each model are provided in Appendix A, and webinars detailing each model are available at the ED’s Center on Innovation and Improvement website <http://www.centerii.org/webinars/>.

### **Intervention Models**

1. Restart Model – A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a Charter Management Organization (CMO), or an Education Management Organization (EMO).
2. School Closure – School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving or to new schools for which achievement data are not yet available.
3. Turnaround Model – A turnaround model is one in which an LEA must replace the principal, grant the principal sufficient operational flexibility, use locally adopted competencies to measure effectiveness, screen and rehire no more than 50 percent of all existing staff; and implement other key requirements such as the use of data, providing high-quality job-embedded professional development, instituting hiring and retention incentives, and extending the length of the school day.
4. Transformation Model – The transformation model is similar to the turnaround model with the following exceptions: The school is not required to screen all staff and rehire no more than 50%; the school is required to identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and/or graduation rate; and the principal who led the school prior to the transformation model must be replaced.

### **Lead Partner**

LEAs that are awarded SIGs are required to work with a Lead Partner to implement the selected intervention model in each awarded Priority school. The State Superintendent has approved, through the procurement process, a number of organizations with demonstrated records of success in supporting academically underperforming schools. These selected organizations are referred to as Lead Partners and are ISBE pre-approved to subcontract and work with LEAs and schools receiving SIG funds.

Lead Partners are organizations that have served as national and state leaders in school improvement efforts and have been selected to lead and oversee the implementation of the school intervention models. Both the LEA and Lead Partner will share accountability for the successful implementation of the selected intervention model, with the ultimate goal to raise substantially student achievement. Lead Partners are responsible for working

with the LEA to implement a coherent, whole-school reform effort that integrates structural and programmatic interventions. A Lead Partner must be prepared to provide daily on-site support, leadership, and assistance in the school it will serve and LEA. An overview of each approved partner is located at <http://www.isbe.state.il.us/apl/default.htm>. A district must identify a Lead Partner for each school submitted in the application. The same Lead Partner is not required for each school in a district's application. In other words, the district may elect to contract with a separate and unique Lead Partner for each eligible school.

LEAs should identify a Lead Partner for each school prior to submitting their proposal and include pertinent information about the identified Lead Partner in the proposal. A detailed memorandum of understanding (MOU) outlining services, deliverables, and associated costs between an awarded LEA and approved Lead Partner must be submitted to ISBE prior to the execution of a final grant agreement. The initial contract period for Lead Partners must coincide with and may not exceed the grant period established for SIG recipients by ISBE. The MOU must include terms of performance including, at a minimum, measurable, and time-specific services to be provided. The MOU must include financial terms that establish, at a minimum, the amounts to be paid for services rendered. LEAs are directly responsible for paying the selected Lead Partners pursuant to their executed contracts. In all cases, the agreement must maintain the contractual authority for the LEA to terminate contracts with Lead Partners when identified benchmarks are not achieved and/or specific outcomes are not accomplished. All contractual terms must align with the SIG requirements and all Lead Partners must implement their services in accordance with the LEA's approved grant agreements. All LEAs and Lead Partners will be required to participate in data collection, evaluation, and reporting activities specified by ISBE so that successful strategies can be determined and shared throughout the State.

LEAs are encouraged to partner with an organization listed on the Illinois Approved Partner List found at <http://www.isbe.net/apl/default.htm> and **ISBE is requesting that each LEA screen and select an external partner from the list**. ISBE will assess the LEA's willingness to work with a Lead Partner to effectively implement the intervention models.

If the LEA decides to propose an unapproved Lead Partner, the LEA must follow its procurement policies and, once it identifies an entity, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.

### **Waivers**

ISBE has been approved by ED to extend the following waivers to SIG recipients (see Attachment 2).

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority participating schools that will fully implement a turnaround or restart model beginning in the 2014-2015 school year to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school-wide program in a Priority participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

### **Reporting and Evaluation**

LEAs awarded a SIG must participate in all evaluation and reporting activities conducted by ED and ISBE that include, but are not limited to:

- Participating in on-site reviews conducted by ISBE;
- Participating in designated school improvement activities and technical assistance offered by ISBE;
- Updating annual improvement goals;
- Submitting a revised budget and annual budget summary;
- Submitting quarterly expenditure reports;

- Submitting quarterly progress reports;
- Reporting progress on the ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent. Definitions of indicators and metrics can be found in Appendix C of the Needs Assessment Packet.

### **Monitoring**

ISBE will monitor each grantee to ensure effective implementation of the proposed activities in the selected school intervention model. The student achievement goals (see Attachment 10), as well as the 18 metrics (identified in Part II of the Pre-Application Needs Assessment Packet) as identified by ED will serve as the basis for all monitoring activities. Appendix B of the RFP contains a table of metrics which ISBE may access and the year in the grant cycle in which improvement is expected.

## **Fiscal Information**

Funding for SIG is made available from Section 1003(g) of Title I of the ESEA. The total amount of SIG funding available to LEAs under this RFP is approximately \$22 million per year. Individual grant awards to LEAs will range from not less than \$50,000 to not more than \$2 million annually, per participating school. The amount of funding requested by the LEA must be commensurate to its capacity to use SIG funds to provide adequate resources and related support to each Priority school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools. Annual funding requests must be of sufficient size and scope to implement the selected school intervention model. The total annual LEA funding request, however, may not exceed the number of participating Priority schools multiplied by \$2 million.

ISBE will determine if the amount requested by the LEA is appropriate based on information provided in the proposal evidencing the LEA’s capacity to serve participating schools, selected school intervention models, and other criteria identified in this RFP. Further information about the criteria for review and approval of proposals is included in the “Criteria for Review and Approval of Proposals” section of this document.

Grant funds are projected to be available for three (3) grant periods including FYs 2015, 2016, and 2017. After the initial award in FY 2015, selected grantees may apply for two additional, one-year periods of funding subject to sufficient federal funding for the program, progress toward meeting defined school goals, progress toward leading indicators, and effective implementation of selected intervention models.

As part of this application, the LEA must propose budgets for district-level activities as well as school-level activities. Further, LEAs must propose a separate budget for each participating Priority school for each year of the grant (i.e., FYs 2015, 2016, and 2017) (see Attachment 11 – 3 Year Budget Summary). Applicants must use the budget forms provided (Attachments 12 and 16) to submit proposed budgets. Budget forms are titled according to these criteria. Applicants are advised to identify appropriate budget forms and prepare accordingly. Budgets must indicate the amount of SIG funds the LEA will use to:

1. Conduct district-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority school; and
2. Implement the selected model in each Priority school it commits to serve.

The LEA may use up to five percent of the total grant award for LEA administrative costs associated with the oversight and administration of the grant. Expenditures should be in accordance with the Office of Management and Budget’s reasonable and necessary guidelines available at [http://www.whitehouse.gov/omb/circulars\\_a087\\_2004](http://www.whitehouse.gov/omb/circulars_a087_2004). Indirect costs are not permissible.



## **Use of Funds**

If awarded the grant, the LEA must use ESEA SIG funds only for approved school improvement activities. Funds must be used to supplement the amount of non-federal funds that, in the absence of the Title I monies, would otherwise be made available to participating Priority schools. Therefore, SIG funds **cannot supplant non-federal funds or be used to replace existing services**. The LEA must also ensure that all of its Title I schools are comparable to its non-Title I schools in accordance with section [1120A\(c\) of the ESEA](#).

SIG funds **may not** be used for the following activities:

- Proposal preparation and/or planning costs;
- Out-of-state travel;
- Food purchases;
- Incentives of non-educational value (e.g., trinkets, cash, etc. for students; see Appendix A, Intervention Models, for specific information about incentives and awards);
- Field trips that are recreational in nature (field trips without academic support will be considered entertainment and will not be funded);
- Motivational speakers;
- Capital improvements such as facility construction, remodeling, or renovations;
- Any expenditure that occurred prior to the execution of a grant agreement under this RFP.

SIG funds must be tracked and reported separately from the Title I, Part A funds. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as those used for the Title I Basic grant award or SIG. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.

## **Overview of Application Process**

**Step 1:** Pre-Application Process – Assemble Team

**Step 2:** Pre-Application Process – Needs Assessment Packet

**Step 3:** LEA Application

**Step 4:** Individual School(s) Application

**Step 5:** ISBE Program-Specific Terms of the Grant, Certifications, and Assurances

**Step 6:** Post-Application Process – Interviews with Finalists

## **Proposal Requirements**

### **Step 1: Pre-Application Process – Assemble Team**

**Stakeholder Engagement:** The LEA must consult with critical stakeholders including local school board members, teachers' union representatives, school staff, parents, and community representatives, as well as its' identified Lead Partner regarding the proposal and the implementation of one of the school intervention models in each of the participating Priority schools. Applicants must complete an "LEA/School Stakeholders' Consultation Confirmation" form for *each* meeting that involves stakeholders (see Attachment 18 for the form) and submit the completed forms with the proposal.

### **Step 2: Pre-Application Process – Needs Assessment Packet**

**FY 2015 SIG Needs Assessment:** The LEA must complete the prescribed needs assessment as the next step in creating a comprehensive school improvement reform strategy to support the LEA's FY2015 SIG application. For each Priority school the LEA commits to serve, it must demonstrate that it has analyzed the needs of the school and, based on the analysis, selected one of the four approved intervention models for that school. In general, the needs assessment is intended to help the LEA pinpoint the areas in which it needs to focus and prioritize its resources in order to substantially improve student achievement.

The FY 2015 SIG Needs Assessment will help the LEA:

- Review and analyze school data relevant to academic performance, climate, and culture;
- Identify gaps between current programs and the desired results to help inform the selection of one of the four approved intervention models; and
- Examine policies, programs, practices, and contextual factors that either encourage or impede the presence of characteristics needed to support the development of a thriving teaching and learning community.

In an effort to assist the LEA with its analysis, the pre-application FY 2015 SIG Needs Assessment packet is available at [http://www.isbe.state.il.us/sos/htmls/sip\\_1003.htm](http://www.isbe.state.il.us/sos/htmls/sip_1003.htm). The packet must be completed and submitted with the proposal.

### **Step 3: LEA Application**

1. **District Application Cover Page** (Attachment 1): To be completed by the applicants and signed by the officials authorized to submit the proposal and bind the applicants to its content. Original signatures are required.
2. **Intervention Model Selection for Priority Schools** (Attachment 2): The LEA must identify each Priority school that it has the capacity to serve and identify the school intervention model it commits to use in each school. An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools. Applicants are required to provide an identification (ID) number for each participating school. School National Center for Education Statistics (NCES) ID numbers can be accessed at the NCES website at <http://nces.ed.gov/ccd/schoolsearch>. The School NCES ID numbers are also listed on ISBE's Division of Innovation and Improvement's School Improvement Grant website at [http://www.isbe.net/sos/htmls/sip\\_1003.htm](http://www.isbe.net/sos/htmls/sip_1003.htm).

In addition, ISBE has been approved by ED to extend the waivers listed below to SIG grantees. Applicants are required to indicate on Attachment 2 if the LEA is requesting one, both, or neither of the waivers.

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Priority participating schools that will fully implement a turnaround or restart model beginning in the 2014-2015 school year to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school-wide program in a Priority participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Finally, applicants are required to indicate on Attachment 2, the selected Lead Partner and its ISBE approval status for each proposed Priority school.

3. **Eligible But Not Served Priority Schools** (Attachment 3): The LEA must identify all schools that are eligible to be served with the SIG but for which the district has chosen not to make application. Where applicable, the LEA must explain, using Attachment 3, the reasons for not serving each eligible school and/or why it lacks the capacity to serve all eligible Priority schools.
4. **Annual Improvement Goals and Objectives** (Attachment 10): The LEA must hold participating Priority schools accountable for improving student achievement. Toward that end, the LEA must identify specific, measurable, attainable, realistic, and time-bound (SMART) goals and objectives relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie



State Achievement Examination (PSAE) in both reading/language arts and mathematics or the current required Illinois State examinations. LEA goals and objectives must be included for each year of the grant. Applicants must complete the LEA Goals and Objectives forms and submit them with the proposal.

- \_\_\_5. **Three-Year Budget Summary** (Attachment 11): The LEA must submit a three-year budget summary (FY 2015-FY 2017) that covers both LEA and school expenses. The budget should be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.
- \_\_\_6. **LEA Comprehensive Budget** (Attachment 12): The LEA Comprehensive Budget for Year 1 (2014-2015) must reflect the combined project costs for both the Year 1 LEA Budget and the Year 1 Individual School Budget(s).
  - \_\_\_6A. **LEA Budget** (Attachment 12A): The LEA Budget for Year 1 (2014-2015) must reflect district-level anticipated project costs.
  - \_\_\_6B. **LEA Detailed Budget Summary Breakdown** (Attachment 12B): The LEA Detailed Budget Summary Breakdown for year 1 (2014-2015) includes expenditure descriptions, itemization, and associated costs for just the district-level anticipated project costs.
- \_\_\_7. **LEA Narrative** (Attachment 13): Applicants must provide narrative responses to the prompts listed below as part of their proposals. Responses included as part of the LEA Narrative must be entered into the attachments provided. The total number of narrative pages may not exceed twenty (20). The narrative should be organized and sequenced according to the outline denoted below (i.e., by section, letter, number, and letter, e.g., II.1 Recruitment and Selection of the Principal A...B...C...D....E...F). The required components of the LEA Narrative correspond to the criteria and respective point values that will be used to evaluate grant proposals with regard to LEA Capacity (see “Criteria for Review and Approval of Proposals” section of this RFP). Applicants are advised to review the criteria before completing proposal narratives.

The proposal must include separate narratives for the LEA and for each school for which the LEA is requesting funding. Instructions for completing the Individual School Application are provided in Step 4: Individual School(s) Application.

### **LEA Capacity Section I: Overview and Rationale**

For each Priority school that the LEA commits to serve, the LEA must demonstrate that it has analyzed the unique needs of each school and selected an intervention model respectively by providing a completed Needs Assessment Packet, and related goals and objectives.

### **Section I: Overview and Rationale**

**Boldfaced criteria will be given more weight when determining the points for each section.**

#### **I.1 Needs Analysis – Total of 10 LEA Capacity Points Possible**

**Note: No narrative necessary. Submit Needs Assessment Packet for review.**

- A. The District-Level Capacity Analysis (Part III) Section on Teachers and Leaders fully describes the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.

- B. The District-Level Capacity Analysis (Part III) Section on Instructional and Support Strategies fully describes the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.
- C. The District-Level Capacity Analysis (Part III) Section on Time and Support fully describes the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.
- D. The District-Level Capacity Analysis (Part III) Section on Governance fully describes the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.
- E. **The response demonstrates a strong and thorough understanding of key issues facing the LEA regarding all four of the following: Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.**
- F. **Strong evidence of collaboration with the teachers' union and school board are included in the plan to address issues regarding Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.**

## I.2 Goals and Objectives – Total of 10 LEA Capacity Points Possible

**Note: No narrative necessary. Submit Attachment 10 for review.**

- A. **The proposal includes strong and ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.**
- B. **The proposal includes strong and strategic SMART objectives related to the goals that will have the greatest impact on student achievement.**
- C. The LEA objectives involve measurement and improvement on all of the following leading indicators: climate and culture, teacher talent, and student achievement. Objective measures include various forms such as trend, growth, and fidelity metrics.

## LEA Narrative Section II: Proposed Activities

The following resources are provided to assist applicants with this section:

- *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA)* available at <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>.
- Federal Register. Vol. 75, No. 208/Thursday, October 28, 2010 available at <http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>.
- Appendix A of this RFP for an explanation and details of each intervention model.

Applicants must describe in Section II of the LEA Narrative, by responding to each prompt listed below, the actions the LEA **has taken**, or **will take**, to implement a school intervention model for each participating Priority school. Activities described in the narrative must be consistent with the final requirements outlined by ED and ISBE.

**Boldfaced criteria will be given more weight when determining the points for each section.**

## II.1 Recruitment and Selection of the Principal – Total of 10 LEA Capacity Points Possible

**Note: This section should be completed even if the principal will remain.**

- A. The proposal describes, with strong detail, how it will enact a recruitment process for prospective principals.
- B. The proposal describes, with strong detail, the LEA selection process.
- C. **The recruitment process, as described, is extensive (e.g., recruitment extends beyond local district personnel) and is designed to recruit prospective principals (and other administrators) who have been successful at dramatic school intervention with similar populations of students.**

- D. The proposal describes specific competencies (i.e., knowledge, skills, and patterns of thinking) that it will screen for during the selection process and how they will be measured as part of the selection process.
- E. **The selection process is strongly rigorous (e.g., multi-step and involving multiple data points and/or constituencies). The selection process and competencies are research-based.**
- F. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.

## **II.2 Operational Flexibility – Total of 10 LEA Capacity Points Possible**

- A. **The proposal demonstrates strong LEA commitment (such as through changes and/or adherence to LEA policy, practices, and collective bargaining agreements) to grant principals significant additional flexibility over staffing, calendars/time/scheduling, budgeting, and other operational functions.**
- B. The LEA's proposed plan includes a provision for granting full budgetary authority to the principal.
- C. The proposal describes with strong specifics the operational flexibility that will be provided to principals with regard to staff, calendars/time/scheduling, and/or other operational functions.
- D. The operational flexibilities and process, as described, will support substantially the principal's ability to implement a comprehensive approach to instructional and learning supports in order to substantially improve student achievement outcomes and, if applicable, increase high school graduation rates.
- E. The proposal reflects a strong and continuous process that includes collaboration among significant stakeholder groups, including the role of the Lead Partner.

## **II.3 Evaluation System – Total of 10 LEA Capacity Points Possible**

- A. **The LEA describes, with strong detail, its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include ALL four of the criteria below:**
  - a. **Takes into account data on student growth as a significant factor (refer to Performance Evaluation Reform Act (PERA) legislation for specific guidance);**
  - b. **Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates (where applicable);**
  - c. **Differentiates teachers into four rating categories, with high standards set for achieving the highest ratings; and**
  - d. **Are designed and developed with teachers, support staff, and principal involvement.**
- B. **The plan provides strong details for the development of a student growth component and associated measures during year 1 and full implementation during year 2.**
- C. **Evidence of approval to engage in the development and implementation of the described evaluation system is provided in the form of a signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union).**
- D. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.

## **II.4 Criteria Specific to the Intervention Model - Turnaround Only - Placement of Teachers (and Staff) – Total of 10 LEA Capacity Points Possible**

- A. The LEA describes a plan to evaluate all existing staff to inform decisions about which teachers will be rehired. The plan is detailed and specific.
- B. The LEA describes a recruitment, screening, and selection process that it will use in the selection of new teachers and support staff. The description includes the locally-adopted competencies it will

use during the selection process. The processes and competencies are described with significant detail and specificity.

- C. **The recruitment, screening, and selection process will ensure that high-quality teachers with the skills appropriate for turnaround will be attracted.**
- D. The plan substantially ensures that the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal.
- E. **The application includes an amendment to the Collective Bargaining Agreement (if staff in the LEA are represented by a union) and specific language in the Collective Bargaining Agreement that allow the LEA to identify and place only those with the greatest potential to successfully implement the intervention.**
- F. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.

#### **II.4 Criteria Specific to the Intervention Model - Transformation Only - Identify and Reward Increased Student Achievement – Total of 10 LEA Capacity Points Possible**

- A. The LEA strongly describes, in the narrative, specific strategies with a corresponding timeline that it will use to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (where applicable).
- B. The LEA provides a strongly specific plan to support building administrators to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.
- C. Costs associated with rewards are described, with strong detail, in the budget or a description of alternate funding sources is included in this portion of the narrative.
- D. **The system described will strongly and substantially support the district's ability to identify and reward staff members who have increased student achievement and high school graduation rates (where applicable).**
- E. **The LEA's plan will strongly and substantially support the building administrators' ability to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.**
- F. **Evidence of approval for the development and implementation of a structure that will identify and reward teachers, and other staff, who in implementing this model have increased student achievement and/or high school graduation rates (if applicable) is provided in the form of a signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union).**
- G. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.
- H. The LEA describes fully the steps that will be taken to sustain this requirement after the grant cycle is complete.

#### **II. 5 Incentives for Recruitment and Retention - Total of 10 LEA Capacity Points Possible**

- A. The LEA describes:
  - a. (Not Previously Funded) with strong detail, plans in the narrative and in the budget to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to support the turnaround or transformation model and meet the needs of the students.

OR

- b. (Previously Funded) with strong detail, the extent to which it has sustained such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills

necessary to support the turnaround or transformation model and meet the needs of the students.

- B. The recruitment and retention incentives described are strong and specific.
- C. **The recruitment and retention incentives described will substantially support the district's ability to attract, place, and retain staff that will be successful at increasing student academic achievement, graduation rate (if applicable), and/or effectively implement the intervention model.**
- D. **Evidence of approval for the development and implementation of incentives for recruitment and retention is provided in the form of a signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union).**
- E. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.
- F. The LEA describes fully the steps that it will take to sustain this requirement after the completion of the grant cycle.

#### **II.6 Extended Time (Actual Increase) – Total of 10 LEA Capacity Points Possible**

- A. The LEA provides a strong and detailed description of how it will increase (or has increased) the actual number of minutes that all students are in school, by increasing the length of the school day, week, or year.
- B. **The total increase in time is substantial.**
- C. **Evidence of approval for this increase in time and related activities is provided in the form of a signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union).**
- D. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.
- E. Costs associated with planning for and the implementation of increased learning time and teacher collaboration time is strongly referenced in the budget, or a description of alternate funding sources is in this portion of the narrative.
- F. The LEA describes fully the steps that it will take to sustain this requirement after the completion of the grant cycle.

#### **II.7 Alignment of Standards – Total of 10 LEA Capacity Points Possible**

- A. The LEA provides a description of how it will align instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards (ILS). The instructional programs described are research-based.
- B. The description has a significant level of detail and specificity.
- C. The LEA provides a strong and detailed description of how it will ensure ILS Aligned Curriculum access to ALL students, including students who have Limited English Proficiency and students with Individualized Education Programs (IEPs).
- D. The plan will ensure access to ALL students.
- E. The roles, responsibilities, and decision-making authority of the LEA and Lead Partner (or other external agency) as they relate to this process are described specifically.
- F. Procedures and protocols to ensure fidelity and efficacy of implementation are described with significant detail.

#### **II.8 Governance – Total of 10 LEA Capacity Points Possible**

- A. The LEA strongly describes:
  - a. (Turnaround) its capacity and plan to adopt a new governance structure which includes, but is not limited to, establishing a “turnaround leader” who reports directly to the district superintendent or Chief Academic Officer.

OR

- b. (Transformation) its capacity and plan to modify its governance structure so that it includes, but is not limited to, a transformation leader or project manager who reports directly to the district superintendent or Chief Academic Officer.
- B. **The plan includes significant structural and programmatic changes at the LEA level to support the work.**
- C. The following elements are in place:
  - a. An organizational chart that matches the narrative and outlines the reporting structure for the district, school(s) identified, and Lead Partner;
  - b. A precise and clear description of decision-making authority and communication flow;
  - c. At most, one person/position who is accountable for the success of the intervention at the district; and
  - d. At most, one person/position who is accountable for the success of the intervention within the Lead Partner organization;
- D. Complete job descriptions, with strong detail, are provided for each new or revised position and include specific and non-duplicated responsibilities and qualifications. The job descriptions include the position title to whom that hire will report.
- E. The job descriptions describe, with strong detail, accountability specifics for all new or revised positions.
- F. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.

#### **II.9 Selecting the Lead Partner – Total of 10 LEA Capacity Points Possible**

- A. The LEA details a highly rigorous process used for selecting and contracting the Lead Partner.
- B. The LEA describes, with strong details, how the selected Lead Partner(s) matched the LEA/school needs identified in the Needs Assessment (i.e., selection process was rigorous and targeted, ensuring that the most relevant factors were used to determine the best fit of LEA/school and Lead Partner organization).
- C. The LEA details a strong process for monitoring the Lead Partner.

#### **II.10 Sustainability Planning – Total of 10 LEA Capacity Points Possible**

- A. The LEA describes the annual process it will use to engage in sustainability planning with significant detail and specificity.
- B. **The plan will include all of the following:**
  - a. **A cost-benefit analysis and return on (academic) investment,**
  - b. **Building staff capacity,**
  - c. **Repurposing staff,**
  - d. **Resource reallocation,**
  - e. **Re-evaluating Partner agreements, and**
  - f. **Incorporating meaningful stakeholder engagement (policy makers, service providers, community partners, parents, families).**
- C. **The response demonstrates a strong and thorough understanding of how to measure the impact of academic and social interventions against their associated costs.**
- D. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency), as they relate to this process, are described specifically.

#### **II.11 Pre-Implementation – Total of 10 LEA Capacity Points Possible**

- A. The application includes in the narrative and budget, items that will *strongly* support the full implementation of the selected model prior to the beginning of the school year.
- B. The activities align to the school's needs and may include, but are not limited to, *five to six* of the following:



- a. Costs related to staff recruiting and selection;
- b. Costs related to recruiting and assembling the principal and leadership team(s);
- c. Compensation for staff for instructional planning;
- d. Negotiation costs associated with changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer, procedures, etc.;
- e. Training costs for staff in order to implement the model;
- f. Costs to develop the program monitoring system and/or operationalize the new governance/schedule in response to the grant proposal; and
- g. Other costs as necessary.

## **II.12 Monitoring – Total of 10 LEA Capacity Points Possible**

- A. Plan includes at least quarterly updates to the local Board of Education (BOE) and external stakeholders to present progress on implementation of the intervention strategies and student achievement.
- B. The LEA lead for the school intervention plans to meet with school leadership, Lead Partner staff, superintendent, and union leadership at least monthly to present progress reports based on relevant data that have been collected and analyzed.
- C. The principal reports/meets weekly with the building leadership and Lead Partner to review data that substantiates progress on achieving LEA goals and objectives, the school’s strategies, the leading indicators, and 18 metrics.
- D. The principal, building leadership, and Lead Partner discuss their progress against the plan and are held fully accountable.

## **III.1 Budget – Total of 10 LEA Capacity Points Possible**

**Note: No narrative necessary. Submit Attachments 12, 12A, and 12B for review.**

- A. **The budget is strongly sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.**
- B. The budget requests are reasonable and necessary expenditures and are in total compliance with Title I requirements.
- C. **The LEA’s budget is strongly and directly related to the implementation of the intervention model(s) selected by the LEA for the Priority schools.**
- D. The budget expenditures are strongly aligned each year and demonstrate a plan for sustaining activities beyond the grant.

## **III.2 Timeline – Total of 10 LEA Capacity Points Possible**

- A. The LEA includes a timeline delineating the strong steps it will take to implement the selected intervention.
- B. The timeline includes both strong pre-implementation activities and reasonable sustainability activities.
- C. Detail is strongly sufficient to be able to determine if the intervention model can be enacted within the given timeframe.
- D. **The timeline is ambitious and reasonable.**
- E. **Based on the elements of the timeline, the intervention model will be enacted fully within the given timeframe.**

### **Step 4: Individual School(s) Application**

\_\_\_\_\_ **Applicant Cover Page for Individual School** (Attachment 14)

\_\_\_\_\_ **Individual School Strategies** (Attachment 15): For each school application, the applicant must describe the school-level strategies that will be put in place to support the attainment of each LEA goal.

Strategies must align to information submitted on Attachment 10 – Annual Improvement Goals and Objectives.

\_\_\_\_\_ **Individual School Budget - 2014-2015** (Attachment 16): The Individual School Budget for Year 1 reflects the school-level anticipated project costs associated with implementation.

\_\_\_\_\_ **Individual School Detailed Budget Summary Breakdown** (Attachment 16A): The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

\_\_\_\_\_ **Individual School Narrative** (Attachment 17)-: Applicants must provide narrative responses to each of the prompts listed below for each school seeking funding. Responses included as part of the Individual School Narrative must be entered into the attachments provided. The total number of narrative pages may not exceed 15 (20). Responses included as part of the Individual School Narrative must be organized and sequenced according to the outline denoted below (i.e., by section, number, and letter, e.g., **II.1 Use of Extended Time A...B...C...D...**). The required components of the Individual School Narrative correspond to the criteria and respective point values that will be used to evaluate grant proposals with regard to School Readiness (see “Criteria for Review and Approval of Proposals” section of this RFP). Applicants are advised to review those criteria before completing proposal narratives.

Please note: the information below must be provided for **each school** for which the LEA is seeking SIG funding.

**Boldfaced criteria will be given more weight when determining the points for each section.**

### **Individual School Narrative Section I: Preparation and Commitment**

#### **I.1 Administration of Needs Assessment – Total of 10 School Readiness Points Possible**

- A. **The narrative describes a multi-step process in the construction of the Needs Assessment that involved ALL of the following: community members, parents, board and union member(s), school leaders, and staff to analyze the needs of each school. Evidence of participation by those described in the narrative is attached.**
- B. **The narrative includes a strong rationale as to why the selected intervention model was chosen and how it aligns with the school’s needs and the research about school turnaround.**
- C. The narrative explains strongly why the other three intervention models were not selected. The explanation aligns with the school’s needs and the research about school turnaround.

#### **I.2 Level of Commitment – Total of 10 School Readiness Points Possible**

**Note: No narrative necessary. Submit letters for review.**

- A. The application includes at least five letters of support.
  - a. One of the letters is from union leadership.
  - b. One of the letters is from the school board.
  - c. At least three other letters are from representatives of organizations with large constituencies.
- B. The letters include specific support for the five most dramatic changes proposed at the school and demonstrate a clear familiarity of the specific plans for the school.

#### **I.3 Stakeholder Consultation – Total of 10 School Readiness Points Possible**

- A. External and internal stakeholders were given multiple opportunities to engage in the needs assessment and strategy planning is described in the narrative.
- B. The team included five of the following constituencies: parents, community members, union leadership, school staff, and LEA staff.

- C. **Communications and outreach work done in advance of the grant submission are substantial.**
- D. **Evidence that the external and internal stakeholders were given multiple opportunities to engage are attached in the form of the LEA/School Stakeholders' Consultation Confirmation page (Attachment 18).**

## **Section II: Proposed Activities**

### **II.1 Use of Extended Time – Total of 10 School Readiness Points Possible**

- A. The school narrative describes with significant detail how it has or will use the extension of the school day, week, or year and modify the current calendar or schedule in order to:
  - a. Increase learning time in core subject areas,
  - b. Increase learning time in non-core subjects and/or provision of enrichment activities, and
  - c. Increase time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
- B. **Faculty will, or already has, a significant amount of time to collaborate, plan, and engage in professional development within and across grades and subjects.**
- C. **The extension in learning time is significant when compared to the time used prior to implementation of the intervention model, AND the extension in learning time will affect all students.**
- D. If the school was previously SIG funded, full implementation of extended time has continued.
- E. The school narrative describes, with strong detail, how it will sustain full implementation of extended time after the grant cycle is complete.

### **II.2 Data Driven Decision-Making (Climate and Culture) – Total of 10 School Readiness Points Possible**

- A. The school narrative describes, with specific detail, how the school plans to enhance or develop a positive school climate where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to students' needs.
- B. The narrative describes, with strong detail, how the school does or plans to implement a social-emotional intervention plan that aligns interventions within three tiers.
- C. The narrative describes, with strong detail, the sources and metrics that will be collected or generated, the persons with which the data will be shared, and the frequency with which it will be analyzed.
- D. **The interventions or strategies that are planned to enhance the school climate and culture are research-based and will substantially respond to students' needs.**

### **II.3 Data Driven Decision-Making (Student Achievement) - Total of 10 School Readiness Points Possible**

- A. The narrative describes, with strong detail, how the school does or plans to implement an academic achievement intervention plan that aligns interventions within three tiers.
- B. The types of assessment data that will be collected and analyzed (formative, short cycle, interim, and summative), the persons with which it will be shared, and the frequency with which it will be analyzed are described with strong detail.
- C. **The interventions or strategies that are planned are research-based and will substantially improve students' academic achievement and graduation rate, if applicable.**

### **II.4 Comprehensive Instructional Reform – Total of 10 School Readiness Points Possible**

- A. The narrative provides, with strong detail, a proposed curriculum that is aligned to ILS and includes clear expectations for student learning.
- B. Instructional and learning supports include at least four of the strategies below:
  - a. Using and integrating technology-based supports and interventions;

- b. Establishing smaller learning communities;
  - c. Providing supports for working with Special Education Students and English Language Learners;
  - d. Providing opportunities for credit recovery;
  - e. Re-engagement strategies;
  - f. Implementing programs for basic skills remediation;
  - g. Establishing early warning systems (focused prevention of absences, low grades, violence, potential dropouts, etc.);
  - h. Providing transitional support services, such as freshman academies;
  - i. Providing opportunities and supports for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics); and
  - j. Other research-based supports or strategies.
- C. The proposal provides a strong detailed description of the fidelity measures and periodic reviews that will be performed to ensure curriculum and learning supports are being implemented with fidelity.
- D. **The plan ensures access to a high-quality curriculum for all students.**

### II.5 Job-Embedded Professional Development – Total of 10 School Readiness Points Possible

- A. A 3-year timeline that specifies:
  - a. the professional development topic areas (e.g., development of formative assessments, data literacy, instructional shifts associated with the common core standards, leadership skills);
  - b. persons or organizations responsible for facilitating the professional development;
  - c. persons receiving the professional development; and
  - d. the manner in which the professional development will be provided is included.
- B. The timeline is strongly specific and includes plans for sustainability of high-quality professional development after the grant period.
- C. **The plan specifically describes a monitoring protocol to track the administration, implementation, and effect of job-embedded professional development.**
- D. **The monitoring protocol specifically includes associated fidelity metrics and outcome measures as well as frequency and persons responsible.**
- E. **The proposed professional development is designed to significantly increase student academic and behavioral outcomes.**
- F. The roles, responsibilities, and decision-making authority of the LEA and Lead Partner (or other external agency) as they relate to this process are described specifically.

### II.6 Community Engagement – Total of 10 School Readiness Points Possible

- A. The narrative provides, with strong detail, a communication and outreach plan that includes specific strategies of the types listed below to increase engagement and involvement of parents and community partners:
  - a. Outreach to connect with hard-to-reach families,
  - b. Enhancement of welcoming and social supports for newcomers,
  - c. Establishment of a range of family involvement opportunities,
  - d. Holding regular public meetings to review school performance and to develop school improvement plans,
  - e. Using surveys to gauge satisfaction and support for schools, and
  - f. Communications for parents, caregivers, and community (as applicable) are provided in the language(s) of the home and/or community.
- B. The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.
- C. Persons (positions) responsible for oversight and implementation of the outreach program are described with significant detail.

- D. Metrics and other sources of data that measure the success and fidelity of implementation of the community engagement and outreach strategies are described in detail in the narrative.
- E. **The communication and outreach plan includes regular, frequent meetings with parents, community members, and staff to update them on the key metrics of the intervention as well as progress made toward key strategies and interventions.**
- F. **The communication and outreach plan is aligned with the research on best practices and will have a substantial positive impact.**

**II.7. Role of the Lead Partner – Total of 10 School Readiness Points Possible**

- A. The description of the Lead Partner’s responsibilities includes seven or more of the following additional responsibilities (performed by the Lead Partner or contracted through the Lead Partner organization):
  - a. Job-embedded professional development of faculty and/or coaches;
  - b. Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments;
  - c. Active participation in hiring of district-funded administrators at the school;
  - d. Management of the transformation office or officer;
  - e. Strategy, design, and creation of performance management/communication system;
  - f. Assistance with school climate and culture;
  - g. Parent/Community engagement or outreach;
  - h. Extended time programming;
  - i. Development of the Teacher Evaluation System to include a student growth component;
  - j. Job-embedded professional development/coaching of administrators;
  - k. Curriculum alignment and/or mapping with ILS and other state standards;
  - l. Development and/or implementation of a turnaround/transformation scorecard;
  - m. Compensation system reform;
  - n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators based on student achievement and/or graduation rate, if applicable;
  - o. Development of an incentive system that identifies and rewards staff;
  - p. Operational support or training for scheduling;
  - q. A plan to analyze the cost/benefit of various grant activities that leads to a plan for sustainability after the grant period; and
  - r. Other substantial responsibilities not previously described.
- B. Specific outcome measures related to academic performance, climate/culture, or teacher talent for which the Lead Partner will be held responsible, are described with significant detail.
- C. **Evidence that the Lead Partner will provide a daily on-site presence in the school is attached in the form of a signed MOU between the Lead Partner and the district.**
- D. **Evidence that the Lead Partner organization will provide additional support personnel and/or resources as necessary to implement with fidelity those strategies that it has responsibility to perform is attached in the form of a signed MOU between the Lead Partner and the district.**
- E. **Evidence that the Lead Partner accepts responsibility for the outcome measures specified in the narrative is attached in the form of a signed MOU between the Lead Partner and the district.**

**Section III: Level of Commitment**

**III.1 Staffing – Total of 10 School Readiness Points Possible**

- A. **Job descriptions meet all of the following sub-criteria:**
  - a. **Complete job descriptions(s) are provided for each new staff member who will be involved in the intervention.**
  - b. **Complete job description(s) are provided for each staff member whose position will be modified in response to the planned intervention.**

- c. **Job descriptions are specific and are comprised of non-duplicated responsibilities.**
- d. **Qualifications are listed in the job descriptions.**
- e. **Job descriptions include a reference to the major interventions and/or objectives for which these persons will be held accountable.**
- f. **All staff that are responsible for oversight of major interventions of the grant are listed, with their specific roles and the amount of time that they will be involved in the intervention.**

**If the Principal Remains:**

- A. The connection between the principal’s knowledge, skills, abilities and competencies related to implementation of the intervention model is demonstrated fully.
- B. The narrative supports the principal’s continued service by detailing actions, policies, and/or practices that he/she instituted which will have a significant impact on student achievement and school turnaround.
- C. **The narrative provides evidence that the principal’s actions resulted in substantial progress by specifying improvements in student achievement data, leading/lagging indicators, and other metrics that measure the success of school turnaround.**

**III.2. Budget – Total of 10 School Readiness Points Possible**

**Note: Sub criteria III.2. A and III.2. B will be reviewed based on budget attachments 16 and 16A.**

- A. Budget is directly related to the implementation of the intervention model and sufficient to implement the activities fully and effectively.
- B. All budget requests are reasonable and necessary expenditures and are in compliance with Title I requirements.
- C. The proposal includes a description of how it will redirect significant local, state, and/or federal dollars to maximize the funding impact of SIG and sustain the reform strategies for three years after the grant period.

**III.3 Timeline – Total of 10 School Readiness Points Possible**

- A. The school includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention and work toward sustainability. *Extensive detail* is provided.

**Step 5: Certifications and Assurances (Attachments 4-9)**

The applicant is required to submit the certifications and assurances forms listed below and attached to this RFP. For LEAs, the certifications and assurances must be signed by the district superintendent and for individual schools, they must be signed by the principal or the official legally authorized to submit the proposal and to bind the applicant to its contents. Duplicate as needed.

- a. Program-Specific Terms of the Grant and Agreement for Priority Schools (Attachment 4)
- b. Certifications and Assurances, and Standard Terms of the Grant (Attachment 5)
- c. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions (Attachment 6)
- d. Certificate and Disclosure Regarding Lobbying (Attachments 7, 7A, 7B and 7C)
- e. General Education Provisions Act – GEPA (Attachment 8)
- f. Federal Funding Accountability and Transparency Act – FFATA (Attachment 9)

**Step 6: Post-Application Process**

ISBE staff will conduct face-to-face interviews with those applicants selected as SIG finalists from the initial proposal review process. The times and dates of interviews will be announced to finalists. Applicants should refer to the “Criteria for Review and Approval of Proposals” section of this RFP for specific information about how competition finalists will be determined.



## Proposal Submission Specifications

Each proposal must be submitted according to the specifications for format and sequence as outlined below. **Substantively incomplete proposals will not be considered for funding.** Each proposal must include an LEA Narrative and an Individual School Narrative for **each** participating Priority school.

### Specifications for Formatting the SIG Proposal

- Proposal (1 hard copy only plus 1 additional CD proposal) must not be submitted with spiral binding or any other type of exterior binding other than staples or removable clips;
- Pages must be 8.5" x 11" with print on one side only and 1" margins at the top, bottom, and both sides of the page;
- All text in the proposal narratives and appendices must be typed and double spaced;
- Font must be 11 points or larger;
- Pages must be consecutively numbered;
- Page headers that identify the applicant (i.e., Region-County-District-Type Code, district name, and school name respectively) on the proposal narratives, and appendices must be included;
- Text in the attachments, including the LEA and school narratives, must be typed on the interactive forms provided;
- Length of the LEA Narrative must not exceed 20 pages; and
- Length of each Individual School Narrative must not exceed 15 pages.

### Sequence for Assembling the SIG Proposal

**LEA Application - Items 1-17 must be completed for each school seeking participation in the grant. Duplicate these forms as needed.**

\_\_\_\_\_ **Attachment 1 - District Application Cover Page:** Complete all information included on the cover page. Each form must be signed by the district superintendent or the official authorized to submit the proposal on behalf of the LEA and the president of the local school board.

\_\_\_\_\_ **Attachment 2 - Intervention Model Selection for Priority Schools:** Identify each school for which the LEA is seeking funding in the application, provide the NCES ID number, and indicate the intervention model selected for each school. Complete the waiver option as needed. Identify the Lead Partner for each school and indicate the ISBE approval status of the selected partners respectively.

\_\_\_\_\_ **Attachment 3 - Eligible But Not Served Priority Schools:** Identify each school that is eligible to participate in the SIG grant, but the LEA is not applying to serve. Provide the NCES ID number for each school and indicate the appropriate classification tier. Give the reason why the LEA has decided not to serve each school listed.

**Certifications and Assurances:** Each LEA applicant is required to submit **one set** of the following certifications and assurances for the LEA and another set for each school included in the application. These must be signed by the district superintendent, the principal, and/or the official legally authorized to submit the proposal and to bind the applicant to its contents.

\_\_\_\_\_ **Attachment 4: Program-Specific Terms of the Grant and Agreements for Priority Schools**

\_\_\_\_\_ **Attachment 5: Certifications and Assurances, and Standard Terms of the Grant**

\_\_\_\_\_ **Attachment 6: Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions**

\_\_\_\_\_ **Attachments 7, 7A, 7B, and 7C: Certificate Regarding Lobbying and Disclosure of Lobbying Activities**

\_\_\_\_\_ **Attachment 8: General Education Provisions Act (GEPA)**

\_\_\_\_\_ **Attachment 9: Federal Funding Accountability and Transparency Act (FFATA)**

\_\_\_\_\_ **Attachment 10: Annual Improvement Goals and Objectives:** Identify SMART goals and objectives relevant to student achievement on the ISAT and/or the PSAE in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant.

\_\_\_\_\_ **Attachment 11 - Three-Year Budget Summary:** Provide a snapshot of the total funding requests for the LEA and the participating schools for Year 1, Year 2, and Year 3.

\_\_\_\_\_ **Attachment 12 - LEA Comprehensive Budget:** Present combined budget costs from the LEA budget and all proposed school budgets for FY 2015. If awarded the grant, proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2016 and FY 2017) prior to the execution of a grant agreement. Budget information must be submitted on the forms provided and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA.

\_\_\_\_\_ **Attachment 12A - LEA Budget:** Provide an LEA Budget for Year 1 which reflects only the district-level anticipated project costs.

\_\_\_\_\_ **Attachment 12B - LEA Detailed Budget Summary Breakdown:** Provide a detailed budget breakdown for the LEA for FY 2015 only. Totals must correspond with the information provided in the LEA Budget (Attachment 12A).

\_\_\_\_\_ **Attachment 13 - LEA Narrative:** Prepare the LEA narrative as directed earlier in the RFP.

\_\_\_\_\_ **LEA Appendices:** Include any pertinent appendices based on information requested in the narratives. All documents within this section must be cross-referenced within the LEA Narrative. Page numbers must be applied to all documents in this section and pages should be numbered consecutively.

\_\_\_\_\_ **Completed Needs Assessment Packet, Section III:** Prepare as directed in the packet.

**Individual School(s) Application - The remaining items must be completed for each school seeking participation in the grant. Duplicate these forms as needed.**

\_\_\_\_\_ **Attachment 14 - Applicant Cover Page for Individual School:** Complete all information included in the cover page for each school for which the LEA is seeking funding.

\_\_\_\_\_ **Attachment 15 - Individual School Strategies:** Use the LEA goals identified in Attachment 10 and describe the strategies the school-level team will implement to help the LEA reach the identified goals.

\_\_\_\_\_ **Attachment 16 - Individual School Budget:** Prepare a separate budget to propose expenditures for school-level activities for each participating Priority school for FY 2015. If awarded the grant, proposed school budgets must also be submitted for each continuation year of the grant (i.e., FY 2016 and FY 2017) prior to the execution of a grant agreement. Budget information must be submitted on the interactive forms provided.

\_\_\_\_\_ **Attachment 16A - Individual School Detailed Budget Summary Breakdown:** Provide a detailed budget breakdown for each participating school for FY 2015 only. Totals must correspond with the information provided in the Individual School Narrative respectively as well as Attachment 11 – Three-Year Budget Summary. If awarded the grant, proposed budgets must also be submitted for each continuation year of the grant (i.e., FY 2016 and FY 2017) prior to the execution of a grant agreement. Budget information must be submitted on the forms provided.

- \_\_\_\_\_ **Attachment 17 - Individual School Narrative:** Prepare the school narrative as directed earlier in the RFP.
  
- \_\_\_\_\_ **Individual School’s Letters of Support:** Provide letters of support from local school board members, teachers’ union representatives, school staff, partnering organizations, and other stakeholder groups.
  
- \_\_\_\_\_ **Individual School Appendices:** Include any pertinent appendices based on information requested in the narratives. All documents within this section must be cross-referenced within the School Narrative. Page numbers must be applied to all documents in this section and pages should be numbered consecutively.
  
- \_\_\_\_\_ **Individual School Needs Assessment, Sections I and II:** Attach for each school’s application.
  
- \_\_\_\_\_ **Attachment 18 - LEA/School Stakeholders’ Consultation Confirmation:** Provide this information as part of the completed Needs Assessment Packet. This attachment is provided for additional copies.

### **Criteria for Review and Approval of Proposals**

All applications will be read, reviewed, and scored by impartial readers who have been selected for their expertise and experience with school improvement efforts. For a detailed overview of the proposal scoring criteria, see the scoring rubrics in Appendices C and D. Criteria in the LEA Scoring Rubric measure capacity. Criteria in the School Scoring Rubric measure readiness. Those sub-criteria that are **boldfaced** will be given more weight in the final assignment of a score.

The proposal scoring process will occur in five steps.

1. Reviewers will assign a score of 10 (strong), 5 (moderate), 2 (limited), or 0 (missing) for each criteria in LEA Capacity and in School Readiness.
2. Only those schools within districts that were assigned a LEA Capacity score of at least 50% of the total points possible will be considered for funding.
3. 10 extra points will be awarded to the School’s Readiness total under the following conditions:
  - a. The school has not been funded under the SIG grant in the past, OR
  - b. The school has been previously funded under the SIG grant and ALL of the following are true:
    - i. There has been a net increase in the percent of students in the ”all students group” who met or exceeded standards on the Illinois state assessment in reading from the baseline year (the year prior to receiving the grant) to the final year of the grant, as reported on the Illinois Report Card; AND
    - ii. There has been a net increase in the percent of students in the ”all students group” who met or exceeded standards on the Illinois state assessment in math from the baseline year (the year prior to receiving the grant) to the final year of the grant, as reported on the Illinois Report Card; AND
    - iii. The student attendance rate increased from the baseline year to the final year of the grant, as reported on the Illinois Report Card; AND
    - iv. If applicable, the four-year graduation rate increased from the baseline year to the final year of the grant, as reported on the Illinois Report Card.
4. ISBE will then rank schools according to their total School Readiness points in descending order.

Finalists who will be recommended for funding will work with ISBE staff to revise and strengthen their three-year budget; revise and strengthen their first-year budget, and implement specific conditions for funding based

on information obtained from the application and interview. Final approval will be granted upon completion of the specified conditions of funding.

Following the notification of grant awards, applicants may request copies of reviewer comments by contacting **E. Robin Staudenmeier**. See the “Contact Persons” section of this RFP for information.

### **LEA Narrative and Attachments Scoring Criteria**

**Total 160 Capacity Points Possible. Scored according to the rubrics in Appendix C.**

#### **Section I: Overview and Rationale (20 Points)**

There is a thorough and detailed response to the requested information. Sufficient evidence is provided to give an in-depth understanding of the current status of the district and its ability to guide, lead, and provide high-quality support to all of the schools applying for funding. It is evident that systemic change is underway and rapid improvement is expected. All required activities specific to the model selected should be directly addressed. Appendix A includes the intervention model information.

#### **Section II: Proposed Activities (120 Points)**

The proposed activities include details in response to the requested information. The narrative information fully explains or addresses each element listed in the proposal requirements. Explanations of any processes are fully described to ensure reviewers have a clear picture of the district operations. Capacity issues are thoroughly discussed and any steps to meet capacity challenges are fully and directly addressed. All required activities specific to the model selected should be directly addressed. Appendix A includes the intervention model information.

#### **Section III: Timeline and Budget (20 points)**

The timeline sufficiently describes initiatives and activities for the next three years and reflects implementation of the model selected. The timeline clearly includes progress monitoring and benchmarking. The budget reflects a reasonable allocation of funds for district-level activities. The Budget Summary Breakdown addresses each specific item deemed necessary to fully implement the selected model and support the improvement efforts. The timeline and budget address sustainability after grant funding ends.

### **Individual School Narrative and Attachments Scoring Criteria**

**Total 130 School Readiness Points Possible. Scored according to the rubrics in Appendix D.**

#### **Section I: Preparation and Commitment (30 Points)**

The description provides clear evidence of partner engagement and stakeholder collaboration to ensure full implementation of the selected model. The information provides a thorough explanation of the need in the school. A detailed description of the process and selection of the model chosen and how the intervention will impact identified student groups is provided. There is a comprehensive analysis of the school’s performance and what will need to be in place to support the efforts of the selected model. Clear evidence of support for the selected school improvement effort is provided. Appendix A includes the intervention model information.

#### **Section II: Proposed Activities (70 Points)**

There is a thorough description of strategies that will result in measurable outcomes for each individual school with a thorough description of the proposed school-level activities. The individual school’s strategies align with the district’s goals. There is evidence of a strong commitment to work with Lead Partners to implement rapid improvement. A detailed description of the school’s efforts to improve academic achievement is provided and evidence of the data-driven decision-making processes that will be used to change the instructional practices in the school are explained. A clear description of how the school will align the instructional practices to the assessment practice to measure student progress is provided. There is evidence of the supports currently in place and the need for additional services or interventions is clearly established. A detailed description of the school’s professional development plan, how it will align to the model chosen, and the process for monitoring the implementation is included. There is a thorough description of the school’s communication outreach plans

with parents, staff, and the community. All required activities specific to the model selected should be directly addressed.

**Section III: Staffing, Timeline, and Budget (30 Points)**

Job descriptions and narrative fully describe those positions/persons that will engage in the intervention. Should the school wish to continue to employ the current principal, the narrative should clearly demonstrate how the current principal has engaged in the transformation process. The timeline sufficiently describes initiatives and activities for the next three years, reflects implementation of the model selected, and addresses sustainability after grant funding ends. The timeline clearly includes progress monitoring or benchmarking. The budget reflects a reasonable allocation of funds needed, both for school-level activities and support of the school's SMART goals. The Budget Summary Breakdown addresses each specific item deemed necessary to fully implement the selected model and support the improvement efforts. The timeline and budget address sustainability after grant funding ends.

## Appendix A

### INTERVENTION MODELS

Applicants are advised to review the information pertaining to the specific elements of each model from the U.S. Department of Education (ED). Some aspects, such as use of funds for Response to Intervention, may not be applicable for Illinois grantees.

#### **Turnaround model:**

1. A turnaround model is one in which an LEA must:
  - A. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:
    1. Screen all existing staff and rehire no more than 50 percent, and
    2. Select new staff;
  - C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - D. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies;
  - E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
  - G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
  - H. Establish schedules and implement strategies that provide increased learning time; and
  - I. Provide appropriate social-emotional and community-oriented services and supports for students.
2. A turnaround model may also implement other strategies such as:
  - A. Any of the required and permissible activities under the transformation model; or
  - B. A new school model (e.g., themed, dual language academy).

#### **Restart model:**

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a Charter Management Organization (CMO), or an Education Management Organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.



### **School closure:**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving or to new schools for which achievement data are not yet available. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools.

### **Transformation model:**

A transformation model is one in which an LEA implements each of the following strategies:

1. Developing and increasing teacher and school leader effectiveness.
  - A. Required activities. The LEA must:
    1. Replace the principal who led the school prior to commencement of the transformation model;
    2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
      - a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and
      - b. Are designed and developed with teacher and principal involvement;
    3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
    4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
    5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
  - B. Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:
    1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
    2. Instituting a system for measuring changes in instructional practices resulting from professional development; or
    3. Ensuring 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.
2. Comprehensive instructional reform strategies.
  - A. Required activities. The LEA must:
    1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

- B. Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as:
  - 1. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
  - 2. Implementing a school-wide “response-to-intervention” model;
  - 3. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited-English-proficient students acquire language skills to master academic content;
  - 4. Using and integrating technology-based supports and interventions as part of the instructional program; and
  - 5. In secondary schools:
    - a. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics (STEM) courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
    - b. Improving student transition from middle to high school through summer transition programs or freshman academies;
    - c. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
    - d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 3. Increasing learning time and creating community-oriented schools.
  - A. Required activities. The LEA must:
    - 1. Establish schedules and strategies that provide increased learning; and
    - 2. Provide ongoing mechanisms for family and community engagement.
  - B. Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:
    - 1. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
    - 2. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
    - 3. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
    - 4. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- 4. Providing operational flexibility and sustained support.
  - A. Required activities. The LEA must:
    - 1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

2. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external Lead Partner organization (such as a school turnaround organization or an EMO).
- B. Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as:
1. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
  2. Implementing a per-pupil school-based budget formula that is weighted based on student needs.

**Appendix B**  
**SCHOOL IMPROVEMENT GRANT (SIG) 1003(G)**  
**METRICS AND EXPECTED IMPROVEMENT CYCLE**

All data should be disaggregated by subgroup, and when appropriate, by grade level.

Category		Expected Improvement		
		Year 1	Year 2	Year 3
<b>Metric</b>				
<b>Student Behavior and Climate Analysis</b>				
	<b>Student Attendance Rate<sup>1</sup></b>	X	X	X
	<b>Discipline Incidents</b>	X <sup>2</sup>	X	X
	<b>Truancy Rates</b>	X	X	X
	<b>Drop-Out Rates</b>	X	X	X
	<i>5Essentials Survey<sup>3</sup>, Culture Climate Indicators</i>	X	X	X
<b>Advanced Course Analysis</b>				
	<b>Advanced Placement and/or International Baccalaureate Rates</b>		X	X
	<b>Advanced Math</b> (Higher than Algebra 1, Geometry, Algebra 2)		X	X
	9 <sup>th</sup> Grade On-Track ( <i>Illinois State Course System</i> )	X	X	X
	10 <sup>th</sup> , 11 <sup>th</sup> Grade On-Pace ( <i>Illinois State Course System</i> )		X	X
	12 <sup>th</sup> Grade Course Enrollments ( <i>Illinois State Course System</i> )			X
<b>Teacher Talent</b>				
	<b>Distribution of Teachers' Performance Levels<sup>4</sup></b>			X
	<b>Teacher Attendance Rate</b>	X	X	X
	<i>5Essentials Survey, Academic Rigor Indicators</i>	X	X	X
<b>Student Outcomes</b>				
	<b>High School Graduation Rate</b>		X	X
	<b>College Enrollment Rate</b>	X	X	X
<b>Student Achievement</b>				
	Formative Assessments, Quarterly/Semester Common Assessments	X	X	X
	Interim Assessments (e.g., NWEA/MAP <sup>5</sup> ) - Growth	X	X	X
	Explore, Plan, ACT System (EPAS) – Expected Growth		X	X
	<b>ISAT or PSAE (ACT and WorkKeys) Math</b>		X	X
	<b>PSAE (ACT and WorkKeys) Reading</b>		X	X
	<b>PARCC Assessment – Trend and Value Table</b>		X	X
<b>Other Metrics</b>				
	<i>5Essentials Survey, Leadership Indicators</i>		X	X
	<b>Number of Minutes in the School Year</b>	N/A	N/A	N/A
	<b>Type of Extension</b> (Extended day, week, year, etc.)			

<sup>1</sup> **Boldfaced** metrics are federally required.

<sup>2</sup> Certain types of disciplinary measures may increase during the first year due to increased levels of identification, oversight, and implementation.

<sup>3</sup> *Italicized* metrics are required by the state.

<sup>4</sup> Limited data due to recent enactment of PERA.

<sup>5</sup> Northwest Evaluation Association/Measure of Academic Progress (NWEA/MAP).

**Appendix C**  
**SCHOOL IMPROVEMENT GRANT (SIG) 1003(G) LEA CAPACITY SCORING RUBRIC**

Each criterion is worth 10 points (e.g., II.1 Recruitment and Selection of the Principal). Within each criterion, reviewers will designate sub-scores of Strong, Moderate, Limited, or Not Provided for each sub-criteria, (e.g., II.1.a, II.1.b, II.1.c, and II.1.d).

Based on the preponderance of sub-scores, with special weight given to those sub-criteria which are **boldfaced**, the reviewer will assign an overall criteria score of 10 (Strong), 5 (Moderate), 2 (Limited), or 0 (Not Provided).

**SECTION 1: OVERVIEW AND RATIONALE**

I.1. NEEDS ANALYSIS (See Needs Assessment Packet): Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The District-Level Capacity Analysis (Part III) Section on <u>Teachers and Leaders</u> <i>fully describes</i> the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	The District-Level Capacity Analysis (Part III) Section on <u>Teachers and Leaders</u> describes, with <i>moderate detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	The District-Level Capacity Analysis (Part III) Section on <u>Teachers and Leaders</u> describes, with <i>limited detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	This section is <i>missing</i> .
B.	The District-Level Capacity Analysis (Part III) Section on <u>Instructional and Support Strategies</u> <i>fully describes</i> the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	The District-Level Capacity Analysis (Part III) Section on <u>Instructional and Support Strategies</u> describes, with <i>moderate detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	The District-Level Capacity Analysis (Part III) Section on <u>Instructional and Support Strategies</u> describes, with <i>limited detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	This section is <i>missing</i> .
C.	The District-Level Capacity Analysis (Part III) Section on <u>Time and Support</u> <i>fully describes</i> the key	The District-Level Capacity Analysis (Part III) Section on <u>Time and Support</u> describes, with	The District-Level Capacity Analysis (Part III) Section on <u>Time and Support</u> describes, with	This section is <i>missing</i> .

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	<i>moderate detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	<i>limited detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	
D.	The District-Level Capacity Analysis (Part III) Section on <u>Governance</u> <i>fully describes</i> the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	The District-Level Capacity Analysis (Part III) Section on <u>Governance</u> describes, with <i>moderate detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	The District-Level Capacity Analysis (Part III) Section on <u>Governance</u> describes, with <i>limited detail</i> , the key functions, systems, policies, and processes that must be examined, strengthened, and/or developed to support sustainable improvement efforts in that area.	This section is <i>missing</i> .
E.	<b>The responses demonstrate a strong and thorough understanding of key issues facing the LEA regarding all four of the following: Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>	<b>The responses demonstrate a strong and thorough understanding of key issues facing the LEA regarding three of the following: Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>	<b>The responses demonstrate a strong and thorough understanding of key issues facing the LEA regarding two of the following: Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>	<b>The responses demonstrate a strong and thorough understanding of key issues facing the LEA regarding one or none of the following: Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>
F.	<b>Strong evidence of collaboration with the teachers' union and school board are included in plan to address issues regarding Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>	<b>Moderate evidence of collaboration with the teachers' union and the school board. However, the groups are not included in the plan to address issues regarding Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>	<b>Limited evidence of collaboration with the teachers' union and the school board. However, the groups are not included in the plan to address issues regarding Teachers and Leaders; Instructional and Support Strategies; Time and Support; and Governance.</b>	<b>There is no evidence of collaboration with the teachers' union or the school board.</b>

**I.2 ATTACHMENT 10: GOALS AND OBJECTIVES - Total of 10 LEA Capacity Points Possible**

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<b>A.</b>	The proposal includes <i>strong and ambitious</i> but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.	The proposal includes <i>moderately ambitious</i> but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.	The proposal includes <i>limited</i> but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.	Goals are <i>missing</i> .  OR  The goals are <i>unrealistic or low</i> .
<b>B.</b>	The proposal includes <i>strong and strategic, measurable, attainable, realistic, and time-bound (SMART) objectives</i> related to the goals that will have the greatest impact on student achievement.	The proposal includes <i>moderately strong and strategic, measurable, attainable, realistic, and time-bound (SMART) objectives</i> related to the goals that will have the greatest impact on student achievement.	<i>Objectives are not SMART, i.e., are not strategic, measurable, attainable, realistic, and time-bound.</i>	Objectives are <i>missing</i> .  OR  The objectives are <i>unrealistic or low</i> .
<b>C.</b>	The LEA objectives involve measurement and improvement on <i>all</i> of the following leading indicators: climate and culture, teacher talent, and student achievement. <i>Objective measures include various forms such as trend, growth, and fidelity metrics.</i>	The LEA objectives involve measurement and improvement on <i>all</i> of the following leading indicators: climate and culture, teacher talent, and student achievement. <i>Objective measures only include trend or fidelity metrics and do not include growth measures.</i>	The LEA objectives involve measurement and improvement on <i>some</i> of the following leading indicators: climate and culture, teacher talent, or student achievement.	Objectives are <i>missing</i> .  OR  The objectives are <i>unrealistic or low</i> .

SECTION II: PROPOSED ACTIVITIES

II.1 RECRUITMENT AND SELECTION OF THE PRINCIPAL - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The proposal describes, with <i>strong detail</i> , how it will enact a recruitment process for prospective principals.	The proposal describes, with <i>moderate detail</i> , how it will enact a recruitment process for prospective principals.	The proposal describes, with <i>limited detail</i> , how it will enact a recruitment process for prospective principals.	The recruitment process is <i>missing</i> .
B.	The proposal describes, with <i>strong detail</i> , the LEA selection process.	The proposal describes, with <i>moderate detail</i> , the LEA selection process.	The proposal describes, with <i>limited detail</i> , the LEA selection process.	The selection process is <i>missing</i> .
C.	<b>The recruitment process as described is <i>extensive</i> (e.g., recruitment extends beyond local district personnel) and is <i>designed</i> to recruit prospective principals (and other administrators) who have been successful at dramatic school intervention with similar populations of students.</b>	<b>The recruitment process as described is <i>extensive</i> (e.g., recruitment extends beyond local district personnel).</b>	<b>The recruitment process is <i>narrow in scope</i>.</b>	<b>The recruitment process as described is <i>not extensive or rigorous</i> enough to ensure that prospective principals will be recruited who will be successful at dramatic school turnaround.</b>
D.	The proposal describes <i>specific</i> competencies (i.e., knowledge, skills, and patterns of thinking) that it will screen for during the selection process and <i>how they will be measured</i> as part of the selection process.	The proposal describes <i>in general</i> terms competencies (i.e., knowledge, skills, and patterns of thinking) it will screen for as part of the selection process and <i>how they will be determined</i> as part of the selection process.	The proposal describes with <i>limited detail</i> those competencies (i.e., knowledge, skills, and patterns of thinking) that will be measured as part of the selection process or they <i>may be missing</i> .	The selection processes, as described, does not provide sufficient clarity with respect to competencies, rigor, or connection with the research to ensure that prospective principals will be selected who will be successful at dramatic school turnaround.
E.	<b>The selection process is <i>strongly rigorous</i> (e.g., multi-step and involving multiple data points and/or constituencies). The selection process and</b>	<b>The selection process is <i>moderately rigorous</i> (e.g., multi-step and involving multiple data points and/or constituencies). The selection process and</b>	<b>The selection process <i>lacks rigor</i> OR is <i>not research-based</i>.</b>	<b>The selection process <i>lacks rigor</i> AND is <i>not research-based</i>.</b>



	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<b>competencies are research-based.</b>	<b>competencies are research-based.</b>		
F.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The proposal may refer to support from the Lead Partner, in general terms.</i>	<i>This portion is omitted.</i>

II.2 OPERATIONAL FLEXIBILITY - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<b>The proposal demonstrates strong LEA commitment (such as through changes and/or adherence to LEA policy, practices, and collective bargaining agreements) to grant principals significant additional flexibility over staffing, calendars/time/scheduling, budgeting, and other operational functions.</b>	<b>The proposal demonstrates moderate LEA commitment (such as through changes and/or adherence to LEA policy, practices, and collective bargaining agreements) to grant principals significant additional flexibility over staffing, calendars/time/scheduling, budgeting, and other operational functions.</b>	<b>The proposal demonstrates limited LEA commitment (such as through changes and/or adherence to LEA policy, practices, and collective bargaining agreements) to grant principals significant additional flexibility over staffing, calendars/time/scheduling, budgeting, and other operational functions.</b>	<b>This section is missing. OR demonstrates a lack of commitment.</b>
B.	The LEA's proposed plan includes a provision for granting <i>full</i> budgetary authority to the principal.	The LEA's proposed plan includes a provision for granting <i>partial</i> budgetary authority to the principal.	The LEA's proposed plan includes a provision for granting <i>limited</i> budgetary authority to the principal.	The LEA's proposed plan <i>does not</i> include a provision for granting budgetary authority to the principal.

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
C.	The proposal describes, with <i>strong specifics</i> , the operational flexibility that will be provided to principals with regard to staff, calendars/time/scheduling, and/or other operational functions.	The proposal describes, with <i>moderate specificity</i> , the operational flexibility that will be provided to principals with regard to staff, calendars/time/scheduling, and/or other operational functions.	The proposal describes, <i>in general terms</i> , the operational flexibility that will be provided to principals with regard to staff, calendars/time/scheduling, and/or other operational functions.	The description <i>lacks sufficient specificity</i> to be able to judge if the principal will have the ability to implement a comprehensive approach to instructional and learning supports in order to substantially improve student achievement outcomes and, if applicable, increase high school graduation rates.
D.	The operational flexibilities and process, as described, will <i>substantially</i> support the principal's ability to implement a comprehensive approach to instructional and learning supports in order to substantially improve student achievement outcomes and, if applicable, increase high school graduation rates.	The operational flexibilities and process, as described, will <i>moderately</i> support the principal's ability to implement a comprehensive approach to instructional and learning supports in order to improve student achievement outcomes and, if applicable, increase high school graduation rates.	The operational flexibilities and process, as described, will <i>minimally</i> support the principal's ability to implement a comprehensive approach to instructional and learning supports in order to improve student achievement outcomes and, if applicable, increase high school graduation rates.	The operational flexibilities and process, as described, <i>will not</i> support the principal's ability to implement a comprehensive approach to instructional and learning supports in order to improve student achievement outcomes and, if applicable, increase high school graduation rates.
E.	The proposal reflects a <i>strong and continuous</i> process which includes <i>collaboration</i> among significant stakeholder groups, including the role of the Lead Partner.	The proposal reflects a <i>continuous</i> process which includes <i>collaboration</i> among significant stakeholder groups, including the role of the Lead Partner.	The proposal reflects an <i>infrequent</i> process which includes <i>limited collaboration</i> among some stakeholder groups, including the role of the Lead Partner.	The proposal process <i>is not continual</i> or <i>does not</i> describe the roles of significant stakeholder groups, such as the Lead Partner.

II.3 EVALUATION SYSTEM - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<b>A.</b>	<p>The LEA describes, with <i>strong detail</i>, its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that <i>include ALL four</i> of the criteria below:</p> <ul style="list-style-type: none"> <li>a. Takes into account data on student growth as a significant factor (refer to Performance Evaluation Reform Act (PERA) legislation);</li> <li>b. Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective to student achievement and increased high school graduation rates (where applicable);</li> <li>c. Differentiates teachers into four rating categories, with high standards set for achieving the highest ratings; and</li> <li>d. Are designed and developed with teachers, support staff, and principal involvement.</li> </ul>	<p>The LEA describes, with <i>moderate detail</i>, its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that <i>include ALL four</i> of the criteria below:</p> <ul style="list-style-type: none"> <li>a. Takes into account data on student growth as a significant factor (refer to Performance Evaluation Reform Act (PERA) legislation);</li> <li>b. Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective to student achievement and increased high school graduation rates (where applicable);</li> <li>c. Differentiates teachers into four rating categories, with high standards set for achieving the highest ratings; and</li> <li>d. Are designed and developed with teachers, support staff, and principal involvement.</li> </ul>	<p>The LEA describes, with <i>limited detail</i>, its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that <i>include ALL four</i> of the criteria below:</p> <ul style="list-style-type: none"> <li>a. Takes into account data on student growth as a significant factor (refer to Performance Evaluation Reform Act (PERA) legislation);</li> <li>b. Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective to student achievement and increased high school graduation rates (where applicable);</li> <li>c. Differentiates teachers into four rating categories, with high standards set for achieving the highest ratings; and</li> <li>d. Are designed and developed with teachers, support staff, and principal involvement.</li> </ul>	<p>This section is <i>missing</i> OR</p> <p>The proposal plan <i>does not include all four</i> of the criteria below:</p> <ul style="list-style-type: none"> <li>a. Takes into account data on student growth as a significant factor (refer to Performance Evaluation Reform Act (PERA) legislation);</li> <li>b. Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective to student achievement and increased high school graduation rates (where applicable);</li> <li>c. Differentiates teachers into four rating categories, with high standards set for achieving the highest ratings; and</li> <li>d. Are designed and developed with teachers, support staff, and principal involvement.</li> </ul>
<b>B.</b>	The plan provides <i>strong details</i>	The plan provides <i>moderate</i>	The plan provides <i>limited details</i>	The plan <i>does not describe</i>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<b>for the development of a student growth component and associated measures during year 1 and full implementation during year 2.</b>	<i>details</i> for the development of a student growth component and associated measures during year 1 and full implementation during year 2.	for the development of a student growth component and associated measures during year 1 and full implementation during year 2.	the manner in which it will ensure that the student growth component and associated measures during year 1 and full implementation during year 2.
C.	<b>Evidence of approval to engage in the development and implementation of the described evaluation system is provided in the form of a <i>signed MOU or language within an existing Collective Bargaining Agreement or contract</i> between the school board and the teachers (union).</b>	<b>Evidence of approval to engage in the development and implementation of the described evaluation system is provided in the form of a <i>signed letter of approval</i> from both the school board and the teachers (union).</b>	<b>Approval to engage in the development and implementation of the described evaluation system is <i>stated in the narrative</i>.</b>	<b>There is <i>no evidence</i> of approval from either the teachers (union) or school board.</b>
D.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The proposal may refer to support from the Lead Partner in general terms.</i>	<i>This portion is omitted.</i>

II.4 CRITERIA SPECIFIC TO THE INTERVENTION MODEL - TURNAROUND ONLY  
 PLACEMENT OF TEACHERS (AND STAFF) - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The LEA describes a plan to evaluate all existing staff to inform decisions about which teachers will be rehired. The plan is <i>detailed and specific</i> .	The LEA describes a plan to evaluate all existing staff to inform decisions about which teachers will be rehired. The plan is <i>moderately specific</i> .	The LEA describes a plan to evaluate all existing staff to inform decisions about which teachers will be rehired. The plan <i>lacks specificity</i> .	This section is <i>missing</i> . OR <i>Does not</i> describe the evaluation, screening, and/or selection process.
B.	The LEA describes a recruitment, screening, and selection process that it will use in the selection of new teachers and support staff. The description <i>includes</i> the locally-adopted competencies it will use during the selection process. The processes and competencies are described with <i>significant detail and specificity</i> .	The LEA describes a recruitment, screening, and selection process that it will use in the selection of new teachers and support staff. The description <i>includes</i> the locally-adopted competencies it will use during the selection process. The processes and competencies are described with <i>moderate specificity</i> .	The LEA describes a recruitment, screening, and selection process that it will use in the selection of new teachers and support staff. The description <i>may not include</i> the locally-adopted competencies it will use during the selection process. The processes and competencies are described with <i>limited specificity</i> .	This section is <i>missing</i> .
C.	<b>The recruitment, screening, and selection process will ensure that high-quality teachers with the skills appropriate for turnaround will be attracted.</b>	<b>The recruitment, screening, and selection process will attract high-quality teachers with the skills appropriate for turnaround.</b>	<b>The recruitment, screening, and selection process may attract high-quality teachers with the skills appropriate for turnaround.</b>	<b>The recruitment, screening, and selection process will not attract high-quality teachers with the skills appropriate for turnaround or the information is missing.</b>
D.	The plan <i>substantially ensures</i> that the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal.	The plan <i>moderately ensures</i> that the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal.	The plan <i>partially ensures</i> that the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal.	The plan <i>does not ensure</i> that the school will not be required to accept a teacher or staff member without the mutual consent of the teacher/staff member and principal.
E.	<b>The application includes an amendment to the Collective Bargaining Agreement (if staff</b>	<b>The application includes specific plans for amending the Collective Bargaining</b>	<b>The application includes general plans for amending the Collective Bargaining</b>	<b>The application does not include plans for amending the Collective Bargaining</b>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<b>in the LEA are represented by a union) and specific language in the Collective Bargaining Agreement that allow the LEA to identify and place only those with the greatest potential to successfully implement the intervention.</b>	<b>Agreement (if staff in the LEA are represented by a union) and the application describes specific language in the Collective Bargaining Agreement that will be modified or amended to allow the LEA to identify and place only those with the greatest potential to successfully implement the intervention.</b>	<b>Agreement (if staff in the LEA are represented by a union) and the application describes specific language in the Collective Bargaining Agreement that will be modified or amended to allow the LEA to identify and place only those with the greatest potential to successfully implement the intervention.</b>	<b>Agreement (if staff in the LEA are represented by a union) to allow the LEA to identify and place only those with the greatest potential to successfully implement the intervention.</b>
F.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The proposal refers to support from the Lead Partner in general terms.</i>	<i>This portion is omitted.</i>

#### II.4 CRITERIA SPECIFIC TO THE INTERVENTION MODEL - TRANSFORMATION ONLY

IDENTIFY AND REWARD INCREASED STUDENT ACHIEVEMENT - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The LEA <i>strongly describes</i> , in the narrative, specific strategies with a corresponding timeline that it will use to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (where applicable).	The LEA <i>moderately describes</i> , in the narrative, specific strategies with a corresponding timeline that it will use to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (where applicable).	The LEA <i>partially describes</i> , in the narrative, specific strategies with a corresponding timeline that it will use to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (where applicable).	The description of the incentive strategies and associated timeline is <i>missing</i> .
B.	The LEA provides a <i>strongly specific</i> plan to support building	The LEA provides a <i>moderately specific</i> plan to support building	The LEA provides a <i>limited</i> plan to support building administrators	The description of the plan to remediate teachers and

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	administrators to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.	administrators to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.	to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.	remove those who, after receiving ample support and opportunities to improve, have not done so is <i>missing</i> .
C.	Costs associated with rewards <i>are described, with strong detail</i> , in the budget or a description of alternate funding sources is included in this portion of the narrative.	Costs associated with rewards <i>are moderately referenced</i> in the budget or a description of alternate funding sources is included in this portion of the narrative.	Costs associated with rewards <i>are referenced</i> in a limited manner in the budget or a description of alternate funding sources is included in this portion of the narrative.	Costs associated with rewards are <i>missing</i> in the budget and are <i>not addressed</i> in this portion of the narrative.
D.	<b>The system described <i>will strongly and substantially</i> support the district's ability to identify and reward staff members who have increased student achievement and high school graduation rates (where applicable).</b>	<b>The system described <i>will moderately</i> support the district's ability to identify and reward staff members who have increased student achievement and high school graduation rates (where applicable).</b>	<b>The system described <i>will minimally</i> support the district's ability to identify and reward staff members who have increased student achievement and high school graduation rates (where applicable).</b>	<b>The system <i>will not</i> support the district's ability to identify and reward staff members who have increased student achievement and high school graduation rates (where applicable).</b>
E.	<b>The LEA's plan <i>will strongly and substantially</i> support the building administrator's ability to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.</b>	<b>The LEA's plan <i>will moderately</i> support the building administrator's ability to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.</b>	<b>The LEA's plan <i>will minimally</i> support the building administrator's ability to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.</b>	<b>The LEA's plan <i>will not</i> support the building administrator's ability to remediate teachers and remove those who, after receiving ample support and opportunities to improve, have not done so.</b>
F.	<b>Evidence of approval for the development and implementation of an incentive structure that will identify and reward teachers, and other staff, who in implementing this model have increased student achievement and/or high school</b>	<b>Evidence of approval for the development and implementation of an incentive structure that will identify and reward teachers, and other staff, who in implementing this model have increased student achievement and/or high school</b>	<b>Approval for the development and implementation of an incentive structure that will identify and reward teachers, and other staff, who in implementing this model have increased student achievement and/or high school graduation</b>	<b>There is <i>NO</i> evidence of approval for the development and implementation of an incentive structure that will identify and reward teachers, and other staff, who in implementing this</b>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<b>graduation rates (if applicable) is provided in the form of a signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union).</b>	<b>graduation rates (if applicable) is provided in the form of a signed letter of agreement by representatives of the school board and the teachers (union).</b>	<b>rates (if applicable) is stated in the narrative.</b>	<b>model have increased student achievement and/or high school graduation rates (if applicable).</b>
G.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described, as they relate to this process.</i>	<i>The proposal refers to support from the Lead Partner in general terms.</i>	<i>This portion is missing.</i>
H.	<i>The LEA describes fully the steps that will be taken to sustain this requirement after the grant cycle is complete.</i>	<i>The LEA describes, with moderate detail, the steps that will be taken to sustain this requirement after the grant cycle is complete.</i>	<i>The LEA describes, with limited detail, the steps that will be taken to sustain this requirement after the grant cycle is complete.</i>	<i>This section is missing.</i>

II. 5 INCENTIVES FOR RECRUITMENT AND RETENTION - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	(Not Previously Funded) The LEA describes, with <i>strong detail</i> , plans in the narrative and in the budget to implement... OR (Previously Funded) The LEA describes, with <i>strong detail</i> , the extent to which it has sustained...  ...such strategies as financial incentives, increased	(Not Previously Funded) The LEA describes, with <i>moderate detail</i> , plans in the narrative and in the budget to implement... OR (Previously Funded) The LEA describes, with <i>moderate detail</i> , the extent to which it has sustained...  ...such strategies as financial incentives, increased opportunities	(Not Previously Funded) The LEA describes, with <i>limited detail</i> , plans in the narrative and in the budget to implement... OR (Previously Funded) The LEA describes, with <i>limited detail</i> , the extent to which it has sustained...  ...such strategies as financial incentives, increased	<i>This section is missing.</i>



	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to support the turnaround or transformation model and meet the needs of the students.	for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to support the turnaround or transformation model and meet the needs of the students.	opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to support the turnaround or transformation model and meet the needs of the students.	
B.	The recruitment and retention incentives described are <i>strong and specific</i> .	The recruitment and retention incentives are described with <i>moderate detail</i> .	The recruitment and retention incentives are described with <i>limited specificity</i> .	This section is <i>missing</i> .
C.	<b>The recruitment and retention incentives described will substantially support the district's ability to attract, place, and retain staff that will be successful at increasing student academic achievement, graduation rate (if applicable), and/or effectively implement the intervention model.</b>	<b>The recruitment and retention incentives described will moderately support the district's ability to attract, place, and retain staff that will be successful at increasing student academic achievement, graduation rate (if applicable), and/or effectively implement the intervention model.</b>	<b>The recruitment and retention incentives described will minimally support the district's ability to attract, place, and retain staff that will be successful at increasing student academic achievement, graduation rate (if applicable), and/or effectively implement the intervention model.</b>	<b>The recruitment and retention incentives described will not support the district's ability to attract, place, and retain staff that will be successful at increasing student academic achievement, graduation rate (if applicable), and/or effectively implement the intervention model.</b>
D.	<b>Evidence of approval for the development and implementation of incentives for recruitment and retention is provided in the form of a <i>signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union)</i>.</b>	<b>Evidence of approval for the development and implementation of incentives for recruitment and retention is provided in the form of <i>signed letters from the school board and the teachers (union)</i>.</b>	<b>Approval for the development and/or implementation of incentives for recruitment and retention from the school board and/or the teachers (union) is <i>stated in the narrative</i>.</b>	<b>There is <i>no evidence</i> of approval for the development and/or implementation of incentives for recruitment and retention from the school board and/or the teachers (union).</b>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
E.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The role of the Lead Partner is referred to in general terms.</i>	<i>This portion is missing.</i>
F.	<i>The LEA describes fully the steps that it will take to sustain this requirement after the grant cycle is complete.</i>	<i>The LEA describes with moderate detail the steps that it will take to sustain this requirement after the grant cycle is complete.</i>	<i>The LEA describes with limited detail the steps that it will take to sustain this requirement after the grant cycle is complete.</i>	<i>This section is missing.</i>

II.6 EXTENDED TIME (ACTUAL INCREASE) - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<i>The LEA provides a strong and detailed description of how it will increase (or has increased) the <u>actual</u> number of minutes that all students are in school, by increasing the length of the school day, week, or year.</i>	<i>The LEA provides a moderately detailed description of how it will increase (or has increased) the <u>actual</u> number of minutes that all students are in school, by increasing the length of the school day, week, or year</i>	<i>The description is limited in clarity or specificity.</i>	<i>This section is missing.</i>
B.	<b><i>The total increase in time is substantial.</i></b>	<b><i>The total increase in time is moderate.</i></b>	<b><i>The total increase in time is limited.</i></b>	<b><i>There is no actual increase in the length of the school day, week, or year.</i></b>
C.	<b><i>Evidence of approval for this increase in time and related activities is provided in the form of a signed MOU or language within an existing Collective Bargaining Agreement or contract between the school board and the teachers (union).</i></b>	<b><i>Evidence of approval for this increase in time and related activities is provided in the form of signed letters of approval from the school board and the teachers (union).</i></b>	<b><i>Approval for this increase in time and related activities is stated in the narrative.</i></b>	<b><i>There is no evidence of approval for this increase in time and related activities.</i></b>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
D.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The proposal refers to the role of the Lead Partner in general terms.</i>	<i>This role of the Lead Partner is missing.</i>
E.	Costs associated with planning for, and the implementation of, increased learning time and teacher collaboration time is <i>strongly referenced</i> in the budget, or a description of alternate funding sources is in this portion of the narrative.	Costs associated with planning for, and the implementation of, increased learning time and teacher collaboration time is <i>moderately referenced</i> in the budget, or a description of alternate funding sources is in this portion of the narrative.	Costs associated with planning for, and the implementation of, increased learning time and teacher collaboration time is <i>partially referenced</i> in the budget, or a description of alternate funding sources is in this portion of the narrative.	Costs are <i>not referenced</i> .
F.	The LEA <i>describes fully</i> the steps that will be taken to sustain this requirement after the completion of the grant cycle.	The LEA <i>describes with moderate detail</i> the steps that will be taken to sustain this requirement after the completion of the grant cycle.	The LEA <i>describes with limited detail</i> the steps that will be taken to sustain this requirement after the completion of the grant cycle.	This section is <i>missing</i> .

II.7 ALIGNMENT OF STANDARDS - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<p>The LEA provides a description of how it will align instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards.</p> <p>The instructional programs described <i>are research-based</i>. The description has a <i>significant</i> level of detail and specificity.</p>	<p>The LEA provides a description of how it will align instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards.</p> <p>The instructional programs described <i>are research-based</i>. The description has a <i>moderate</i> level of detail and specificity.</p>	<p>The LEA provides a description of how it will align instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards.</p> <p>The instructional programs described <i>may or may not be research-based</i>. The description has a <i>limited</i> level of detail and specificity.</p>	<p>This section is <i>missing</i>.</p>
B.	<p>The LEA provides a <i>strong and detailed</i> description of how it will ensure Illinois Learning Standards access to ALL students, including students who have Limited English Proficiency and students with IEPs.</p>	<p>The LEA provides a <i>moderately detailed</i> description of how it will ensure Illinois Learning Standards access to ALL students, including students who have Limited English Proficiency and students with IEPs.</p>	<p>The LEA provides a <i>limited</i> description of how it will ensure Illinois Learning Standards access to ALL students, including students who have Limited English Proficiency and students with IEPs.</p>	<p>This section is <i>missing</i>.</p>
C.	<p>The plan will ensure access to <i>all</i> students.</p>	<p>The plan will ensure access to <i>most</i> students.</p>	<p>The plan will have <i>limited</i> impact on students.</p>	<p>This section <i>lacks sufficient detail</i> to be able to determine the level of impact, OR, this section is <i>missing</i>.</p>
D.	<p>The roles, responsibilities, and decision-making authority of the LEA and Lead Partner (or other external agency) as they relate to this process <i>are described specifically</i>.</p>	<p>The proposal may refer to a collaborative arrangement between the LEA and Lead Partner, but <i>responsibilities and decision-making authority are not specifically described</i> as they relate to this process.</p>	<p>The proposal refers <i>generally</i> to support by the Lead Partner.</p>	<p>This section is <i>missing</i>.</p>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
E.	Procedures and protocols to ensure fidelity and efficacy of implementation are described with <i>significant detail</i> .	Procedures and protocols to ensure fidelity and efficacy of implementation are described with <i>moderate detail</i> .	Procedures and protocols to ensure fidelity and efficacy of implementation are described with <i>limited detail</i> .	Procedures and protocols to ensure fidelity and efficacy of implementation are <i>not described</i> .

II.8 GOVERNANCE - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<p>(Turnaround) The LEA <i>strongly describes</i> its capacity and plan to adopt a new governance structure which includes, but is not limited to, establishing a “turnaround leader” who reports directly to the district superintendent or Chief Academic Officer.</p> <p>OR</p> <p>(Transformation) The LEA <i>strongly describes</i> its capacity and plan to modify its governance structure so that it includes, but is not limited to, a transformation leader or project manager who reports directly to the district superintendent or Chief Academic Officer.</p>	<p>(Turnaround) The LEA <i>moderately describes</i> its capacity and plan to adopt a new governance structure which includes, but is not limited to, establishing a “turnaround leader” who reports directly to the district superintendent or Chief Academic Officer.</p> <p>OR</p> <p>(Transformation) The LEA <i>moderately describes</i> its capacity and plan to modify its governance structure so that it includes, but is not limited to, a transformation leader or project manager who reports directly to the district superintendent or Chief Academic Officer.</p>	<p>(Turnaround) The LEA <i>describes with limited detail</i> its capacity and plan to adopt a new governance structure which includes, but is not limited to, establishing a “turnaround leader” who reports directly to the district superintendent or Chief Academic Officer.</p> <p>OR</p> <p>(Transformation) The LEA <i>describes with limited detail</i> its capacity and plan to modify its governance structure so that it includes, but is not limited to, a transformation leader or project manager who reports directly to the district superintendent or Chief Academic Officer.</p>	There is <i>no clear person who is ultimately responsible</i> .
B.	<b>The plan includes <i>significant</i> structural and programmatic changes at the LEA level to support the work.</b>	<b>The plan includes <i>moderate</i> structural and programmatic changes at the LEA level to support the work.</b>	<b>The plan includes <i>minimal</i> structural or programmatic changes at the LEA level to support the work.</b>	<b>The plan <i>does not include</i> structural or programmatic changes at the LEA level to support the work.</b>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
C.	<p>The following elements are in place: Decision-making authority and communication flow are described <i>precisely and clearly</i>.</p> <p>An organizational chart is provided that matches the narrative and outlines the reporting structure for the district, school(s) identified, and Lead Partner.</p> <p>At most, one person/position is named as accountable for the success of the intervention at the district.</p> <p>At most, one person/position is named as accountable for the success of the intervention within the Lead Partner organization.</p>	<p>The following elements are in place: Decision-making authority and communication flow are described in <i>general terms</i>.</p> <p>An organizational chart is provided that matches the narrative and outlines the reporting structure for the district, school(s) identified, and Lead Partner.</p> <p>At most, one person/position is named as accountable for the success of the intervention at the district.</p> <p>At most, one person/position is named as accountable for the success of the intervention within the Lead Partner organization.</p>	<p>The following elements are in place: Decision-making authority and communication flow are <i>partially defined</i>.</p> <p>An organizational chart is provided that matches the narrative and outlines the reporting structure for the district, school(s) identified, and Lead Partner.</p> <p>At most, one person/position is named as accountable for the success of the intervention at the district.</p> <p>At most, one person/position is named as accountable for the success of the intervention within the Lead Partner organization.</p>	<p>An organizational chart that matches the narrative and outlines the reporting structure for the district, school(s) identified and Lead Partner is <i>missing</i>.</p>
D.	<p>Complete job descriptions, with <i>strong detail</i>, are provided for each new or revised position and include specific and non-duplicated responsibilities and qualifications. The job descriptions <i>include</i> the position title to whom that hire will report.</p>	<p>Complete job descriptions, with <i>moderate detail</i>, are provided for each new or revised position and include specific and non-duplicated responsibilities and qualifications. The job descriptions <i>include</i> the position title to whom that hire will report.</p>	<p>Complete job descriptions are provided for each new or revised position and include specific and non-duplicated responsibilities and qualifications. The job descriptions <i>do not include</i> the position title to whom that hire will report.</p>	<p>This section is <i>missing</i>.</p>
E.	<p>The job descriptions describe, with <i>strong detail</i>, accountability specifics for all new or revised positions.</p>	<p>The job descriptions describe, with <i>moderate detail</i>, accountability specifics for all new or revised positions.</p>	<p>The job descriptions describe, with <i>limited detail</i>, accountability specifics for all new or revised positions.</p>	<p>This section is <i>missing</i>.</p>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
F.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The proposal refers to the Lead Partner in general terms.</i>	<i>This section is missing.</i>

II.9 SELECTING THE LEAD PARTNER - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<i>The LEA details a highly rigorous process used for selecting and contracting the Lead Partner.</i>	<i>The LEA details a moderately rigorous process used for selecting and contracting the Lead Partner.</i>	<i>The LEA details a limited process used for selecting and contracting the Lead Partner.</i>	<i>The selection process is missing.</i>
B.	<i>The LEA describes, with strong details, how the selected Lead Partner(s) matched the LEA/school needs identified in the Needs Assessment (i.e., selection process was rigorous and targeted, ensuring that the most relevant factors were used to determine the best fit of the LEA/school and Lead Partner organization).</i>	<i>The LEA describes, with moderate details, how the selected Lead Partner(s) matched the LEA/school needs identified in the Needs Assessment (i.e., selection process was rigorous and targeted, ensuring that the most relevant factors were used to determine the best fit of the LEA/school and Lead Partner organization).</i>	<i>The LEA describes, with limited details, how the selected Lead Partner(s) matched the LEA/school needs identified in the Needs Assessment (i.e., selection process was rigorous and targeted, ensuring that the most relevant factors were used to determine the best fit of the LEA/school and Lead Partner organization).</i>	<i>The description of how the selected Lead Partner matches the LEA/school needs identified in the Needs Assessment is missing.</i>
C.	<i>The LEA details a strong process for monitoring the Lead Partner.</i>	<i>The LEA details a moderate process for monitoring the Lead Partner.</i>	<i>The LEA process for monitoring the Lead Partner lacks sufficient clarity. OR as designed, will not be effective.</i>	<i>The LEA process is missing.</i>

II.10 SUSTAINABILITY PLANNING - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The LEA describes the annual process it will use to engage in sustainability planning with <i>significant</i> detail and specificity.	The LEA describes the annual process it will use to engage in sustainability planning with a <i>moderate amount</i> of detail and specificity.	The LEA describes the annual process it will use to engage in sustainability planning with <i>limited</i> detail and specificity.	The description of the annual process is <i>missing</i> .
B.	<b>The plan will include <i>all</i> of the following:</b> <b>a. A cost/benefit analysis and return on (academic) investment,</b> <b>b. Building staff capacity,</b> <b>c. Repurposing staff,</b> <b>d. Resource reallocation,</b> <b>e. Re-evaluating Partner agreements, and</b> <b>f. Incorporating meaningful stakeholder engagement (policy makers, service providers, community partners, parents, families).</b>	<b>The plan will include <i>most</i> of the following:</b> <b>a. A cost/benefit analysis and return on (academic) investment,</b> <b>b. Building staff capacity,</b> <b>c. Repurposing staff,</b> <b>d. Resource reallocation,</b> <b>e. Re-evaluating Partner agreements, and</b> <b>Incorporating meaningful stakeholder engagement (policy makers, service providers, community partners, parents, families).</b>	<b>The plan will include <i>some</i> of the following:</b> <b>a. A cost/benefit analysis and return on (academic) investment,</b> <b>b. Building staff capacity,</b> <b>c. Repurposing staff,</b> <b>d. Resource reallocation,</b> <b>e. Re-evaluating Partner agreements, and</b> <b>f. Incorporating meaningful stakeholder engagement (policy makers, service providers, community partners, parents, families).</b>	<b>The plan is <i>missing</i>.</b>
C.	<b>The response demonstrates a <i>strong and thorough</i> understanding of how to measure the impact of academic and social interventions against their associated costs.</b>	<b>The response demonstrates a <i>moderate</i> understanding of how to measure the impact of academic and social interventions against their associated costs.</b>	<b>The response demonstrates a <i>limited</i> understanding of how to measure the impact of academic and social interventions against their associated costs.</b>	<b>The response demonstrates <i>little or no</i> understanding of how to measure the impact of academic and social interventions against their associated costs.</b>
D.	<i>The roles, responsibilities, and decision-making authority</i> of the Lead Partner (or other external agency) as they relate to this process <i>are described specifically</i> .	The <i>role</i> of the Lead Partner <i>is described</i> , but <i>responsibilities and decision-making authority are not specifically described</i> , as they relate to this process.	The proposal refers to the role of the Lead Partner in <i>general terms</i> .	This section is <i>missing</i> .



II.11 PRE-IMPLEMENTATION - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The application includes in the narrative and budget, items that will <i>strongly</i> support the full implementation of the selected model prior to the beginning of the school year.	The application includes in the narrative and budget, items that will <i>moderately</i> support the full implementation of the selected model prior to the beginning of the school year.	The application includes in the narrative and budget, items that will provide <i>limited</i> support for the full implementation of the selected model prior to the beginning of the school year.	The LEA <i>does not provide</i> adequate narrative and budget information to describe the LEA’s activities prior to the beginning of the school year.
B.	<p>The activities align to the school’s needs and may include, but are not limited to, <i>five to six</i> of the following:</p> <ul style="list-style-type: none"> <li>a. Costs related to staff recruiting and selection;</li> <li>b. Costs related to recruiting and assembling the principal and leadership team(s);</li> <li>c. Compensation for staff for instructional planning;</li> <li>d. Negotiation costs associated with changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer, procedures etc.;</li> <li>e. Training costs for staff in order to implement the model;</li> <li>f. Costs to develop the program monitoring system and/or operationalize the new governance/schedule in response to the grant proposal and;</li> <li>g. Other costs as necessary.</li> </ul>	<p>The activities align to the school’s needs and may include, but are not limited to, <i>three to four</i> of the following:</p> <ul style="list-style-type: none"> <li>a. Costs related to staff recruiting and selection;</li> <li>b. Costs related to recruiting and assembling the principal and leadership team(s);</li> <li>c. Compensation for staff for instructional planning;</li> <li>d. Negotiation costs associated with changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer, procedures etc.;</li> <li>e. Training costs for staff in order to implement the model;</li> <li>f. Costs to develop the program monitoring system and/or operationalize the new governance/schedule in response to the grant proposal; and</li> <li>g. Other costs as necessary.</li> </ul>	<p>The activities align to the school’s needs and may include, but are not limited to, <i>one to two</i> of the following:</p> <ul style="list-style-type: none"> <li>a. Costs related to staff recruiting and selection;</li> <li>b. Costs related to recruiting and assembling the principal and leadership team(s);</li> <li>c. Compensation for staff for instructional planning;</li> <li>d. Negotiation costs associated with changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer, procedures etc.;</li> <li>e. Training costs for staff in order to implement the model;</li> <li>f. Costs to develop the program monitoring system and/or operationalize the new governance/schedule in response to the grant proposal; and</li> <li>g. Other costs as necessary.</li> </ul>	The activities that align to the school’s needs are <i>missing</i> .

II.12 MONITORING - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	Plan includes <i>at least quarterly updates</i> to the local Board of Education (BOE) and external stakeholders, to present progress on implementation of the intervention strategies and student achievement.	Plan includes <i>at least two updates</i> to the local Board of Education (BOE) and external stakeholders, to present progress on implementation of the intervention strategies and student achievement.	Plan includes <i>an annual update</i> to the local Board of Education (BOE) and external stakeholders, to present progress on implementation of the intervention strategies and student achievement.	<i>No plan for review of data is proposed.</i>
B.	The LEA lead for the school intervention plans to meet with School Leadership, Lead Partner, staff, the superintendent, and Union leadership <i>at least monthly</i> to present a progress report based on relevant data that have been collected and analyzed.	The LEA lead for the school intervention plans to meet with School Leadership, Lead Partner, staff, the superintendent, and Union leadership <i>at least quarterly</i> to present a progress report based on relevant data that have been collected and analyzed.	The LEA lead for the school intervention <i>plans to meet</i> with School Leadership, Lead Partner, staff, the superintendent, and Union leadership.	<i>No plan for progress review is proposed.</i>
C.	The principal <i>reports/meets weekly</i> with the building leadership and Lead Partner to review data that substantiates progress on achieving LEA goals, objectives, the school's strategies, the leading indicators, and 18 metrics.	The principal <i>reports/meets monthly</i> with the building leadership and Lead Partner to review data that substantiates progress on achieving LEA goals, objectives, and the school's strategies, the leading indicators, and 18 metrics.	The principal <i>reports/meets quarterly</i> with the building leadership and Lead Partner to review data that substantiates progress on achieving LEA goals, objectives, the school's strategies, the leading indicators, and 18 metrics.	<i>No plan for leading indicator and metrics review is proposed.</i>
D.	The principal, building leadership, and Lead Partner discuss their progress against the plan and are held <i>fully accountable</i> .	The principal, building leadership, and Lead Partner discuss their progress against the plan and are held <i>moderately accountable</i> .	The principal, building leadership, and Lead Partner discuss their progress against the plan and are held with <i>limited accountability</i> .	<i>No accountability plan is proposed.</i>

SECTION III: TIMELINE AND BUDGET

III. 1 BUDGET - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<b>The budget is <i>strongly sufficient</i> to implement the activities fully and effectively. The budget includes sufficient detail to make this determination.</b>	<b>The budget is <i>moderately sufficient</i> to implement the activities fully and effectively. The budget includes sufficient detail to make this determination.</b>	<b>The budget is <i>limited in detail</i> to implement the activities fully and effectively. The budget includes sufficient detail to make this determination.</b>	<b>The budget is <i>insufficient</i> to implement the activities fully and effectively.</b>
B.	The budget requests are reasonable and necessary expenditures and are in <i>total</i> compliance with Title I requirements.	The budget requests are reasonable and necessary expenditures and are <i>mostly in</i> compliance with Title I requirements.	The budget requests are reasonable and necessary expenditures and are <i>in limited</i> compliance with Title I requirements.	The budget requests are <i>unreasonable and unnecessary</i> .
C.	<b>The LEA’s budget is <i>strongly and directly</i> related to the implementation of the intervention model(s) selected by the LEA for the Priority schools.</b>	<b>The LEA’s budget is <i>moderately</i> related to the implementation of the intervention model(s) selected by the LEA for the Priority schools.</b>	<b>The LEA’s budget is <i>limited</i> in its relation to the implementation of the intervention model(s) selected by the LEA for the Priority schools.</b>	<b>The LEA’s budget is <i>NOT</i> related to the implementation of the intervention model(s) selected by the LEA for the Priority schools.</b>
D.	The budget expenditures are <i>strongly</i> aligned each year and demonstrate a plan for sustaining activities beyond the grant.	The budget expenditures are <i>moderately</i> aligned each year and demonstrate a plan for sustaining activities beyond the grant.	The budget expenditures are <i>loosely</i> aligned each year.	The budget expenditures are <i>NOT</i> aligned each year.

III.2 TIMELINE - Total of 10 LEA Capacity Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The LEA includes a timeline delineating the <i>strong steps</i> it will take to implement the selected intervention.	The LEA includes a timeline delineating the <i>moderate steps</i> it will take to implement the selected intervention.	The LEA includes a timeline delineating the <i>limited steps</i> it will take to implement the selected intervention.	The implementation timeline is <i>not included</i> .
B.	The timeline includes both <i>strong</i>	The timeline includes <i>moderate</i>	The timeline includes <i>limited</i> pre-	Pre-Implementation activities

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	pre-implementation activities and reasonable sustainability activities.	pre-implementation activities and reasonable sustainability activities.	implementation activities.	are <i>not</i> referenced.
C.	Detail is <i>strongly sufficient</i> to be able to determine if the intervention model can be enacted within the given timeframe.	Detail is <i>moderately sufficient</i> to be able to determine if the intervention model can be enacted within the given timeframe.	Detail is <i>insufficient</i> to be able to determine if the intervention model can be enacted within the given timeframe.	Detail to be able to determine if the intervention model can be enacted within the given timeframe is <i>missing</i> .
D.	<b>The timeline is <i>ambitious and reasonable</i>.</b>	<b>The timeline is <i>reasonable</i>.</b>	<b>The timeline is <i>limited or unreasonable</i>.</b>	<b>The timeline is <i>missing</i>.</b>
E.	<b>Based on the elements of the timeline, the intervention model <i>will be enacted fully</i> within the given timeframe.</b>	<b>Based on the elements of the timeline, the intervention model <i>will be enacted</i> within the given timeframe.</b>	<b>Based on the elements of the timeline, the intervention model <i>will be enacted in a limited manner</i> within the given timeframe.</b>	<b>Based on the elements of the timeline, the intervention model <i>will NOT be enacted</i> within the given timeframe.</b>

**Appendix D**  
**SCHOOL IMPROVEMENT GRANT (SIG) 1003(G) INDIVIDUAL SCHOOL READINESS SCORING RUBRIC**

Each criterion is worth 10 points (e.g., I.3 Stakeholder Consultation). Within each criterion, reviewers will designate sub-scores of Strong, Moderate, Limited, or Not Provided for each sub-criteria, (e.g., I.3.a, I.3.b, I.3.c and I.3.d).

Based on the preponderance of sub-scores, with special weight given to those sub-criteria which are **boldfaced**, the reviewer will assign an overall criteria score of 10 (Strong), 5 (Moderate) 2 (Limited) or 0 (Not Provided).

**SECTION I: PREPARATION AND COMMITMENT**

**I.1 ADMINISTRATION OF NEEDS ASSESSMENT - Total of 10 School Readiness Points Possible**

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<p><b>The narrative describes a multi-step process in the construction of the needs assessment that <i>involved all of the following: community members, parents, board and union member(s), school leaders, and staff to analyze the needs of each school.</i></b>  <b>Evidence of participation by those described in the narrative <i>is attached.</i></b></p>	<p><b>The narrative describes a multi-step process in the construction of the needs assessment that <i>involved most of the following: community members, parents, board and union member(s), school leaders, and staff to analyze the needs of each school.</i></b>  <b>Evidence of participation by those described in the narrative <i>is attached.</i></b></p>	<p><b>The Needs Assessment was conducted <i>only</i> by the LEA and/or building leadership.</b>  <b>Evidence of participation by those described in the narrative <i>is attached.</i></b></p>	<p><b>The Needs Assessment was <i>not conducted.</i></b>  <b>Evidence of participation <i>is not attached.</i></b></p>
B.	<p><b>The narrative includes a <i>strong rationale</i> as to why the selected intervention model was chosen and how it <i>aligns with the school's needs and the research about school turnaround.</i></b></p>	<p><b>The narrative includes a <i>satisfactory rationale</i> as to why the selected intervention model was chosen and how it <i>aligns with the school's needs.</i></b></p>	<p><b>The narrative includes a <i>limited rationale</i> as to why the selected intervention model was chosen.</b></p>	<p><b>The narrative either <i>does not offer a rationale</i> or the <i>rationale is not plausible.</i></b></p>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
C.	The narrative explains <i>strongly</i> why the other three intervention models were not selected. The explanation <i>aligns with the school's needs</i> and the <i>research</i> about school turnaround.	The narrative explains <i>sufficiently</i> why the other three intervention models were not selected. The explanation <i>aligns with the school's needs</i> .	The narrative explains <i>partially</i> why the other three intervention models were not selected.	The narrative <i>does not offer</i> an explanation as to why the other three intervention models were not selected.

I.2 LEVEL OF COMMITMENT - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The application includes <i>at least five</i> letters of support. a. One of the letters is from the <i>union leadership</i> . b. One of the letters is from the <i>school board</i> . c. At least <i>three</i> other letters are from representatives of <i>organizations with large constituencies</i> .	The application includes <i>at least five</i> letters of support. a. One of the letters is from the <i>union leadership</i> . b. One of the letters is from the <i>school board</i> . c. <i>At least one</i> of the remaining letters is from an organization that does not have a large constituency.	The application includes <i>fewer than five</i> letters of support. a. One of the letters is from the <i>union leadership</i> . b. One of the letters is from the <i>school board</i> .	The letters of support are <i>missing</i> . OR A letter from the <i>union leadership is missing</i> . OR A letter from the <i>school board is missing</i> .
B.	The letters include <i>specific support</i> for the five most dramatic changes proposed at the school and <i>demonstrate a clear familiarity</i> of the specific plans for the school.	The letters include <i>specific support</i> for the five most dramatic changes proposed at the school.	The letters give <i>general support</i> for the changes proposed at the school.	The letters <i>do not reference</i> proposed changes to the school.

I.3 STAKEHOLDER CONSULTATION - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	External and internal stakeholders were given <i>multiple opportunities</i> to engage in the needs assessment, and the strategy planning is described in the narrative.	External and internal stakeholders were given <i>more than one opportunity</i> to engage in the needs assessment, and the strategy planning is described in the narrative.	External and internal stakeholders were given <i>one opportunity</i> to engage in the needs assessment, and the strategy planning is described in the narrative.	The narrative <i>does not describe</i> the external and internal stakeholder engagement sufficiently.
B.	The team included <i>five</i> of the following constituencies: parents, community members, union leadership, school staff, and LEA staff.	The team included <i>three or four</i> of the following constituencies: parents, community members, union leadership, school staff, and LEA staff.	The team included <i>one or two</i> of the following constituencies: parents, community members, union leadership, school staff, and LEA staff.	Information about the constituencies involved is <i>not provided</i> .
C.	<b>Communications and outreach work done in advance of the grant submission are <i>substantial</i>.</b>	<b>Communications and outreach work done in advance of the grant submission are <i>sufficient</i>.</b>	<b>Communications and outreach work done in advance of grant submission are <i>minimal</i>.</b>	<b>No communications and outreach work was done in advance of the grant submission.</b>
D.	<b>Evidence that the external and internal stakeholders were given <i>multiple opportunities</i> to engage are attached in the form of LEA/School Stakeholders' Consultation Confirmation form(s).</b>	<b>Evidence that the external and internal stakeholders were given <i>more than one opportunity</i> to engage are attached in the form of LEA/School Stakeholders' Consultation Confirmation form(s).</b>	<b>Evidence that the external and internal stakeholders were given <i>one opportunity</i> to engage are attached in the form of LEA/School Stakeholders' Consultation Confirmation form(s).</b>	<b>There were <i>no</i> LEA/School Stakeholders' Consultation Confirmation forms attached.</b>

SECTION II: PROPOSED ACTIVITIES

II.1 USE OF EXTENDED TIME - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<p>The school narrative describes with <i>significant detail</i> how it has or will use the extension of the school day, week, or year <u>and</u> modify the current calendar or schedule in order to:</p> <ul style="list-style-type: none"> <li>a. Increase learning time in core subject areas,</li> <li>b. Increase learning time in non-core subjects and provision of enrichment activities, and</li> <li>c. Increase time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</li> </ul>	<p>The school narrative describes in <i>general terms</i> how it has or will use the extension of the school day, week, or year <u>and</u> modify the current calendar or schedule in order to:</p> <ul style="list-style-type: none"> <li>a. Increase learning time in core subject areas,</li> <li>b. Increase learning time in non-core subjects and provision of enrichment activities, and</li> <li>c. Increase time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</li> </ul>	<p>The school narrative describes in <i>general terms</i> how it has or will use the extension of the school day, week, or year <u>and</u> modify the current calendar or schedule.</p> <p>However the description is <i>missing</i> one of the following:</p> <ul style="list-style-type: none"> <li>a. Increase learning time in core subject areas,</li> <li>b. Increase learning time in non-core subjects and provision of enrichment activities, or</li> <li>c. Increase time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</li> </ul>	<ul style="list-style-type: none"> <li>a. This section is <i>missing</i>.</li> </ul>
B.	<p><b>Faculty will, or already has, a significant amount of time to collaborate, plan, and engage in professional development within and across grades and subjects.</b></p>	<p><b>Faculty will, or already has, sufficient time to collaborate, plan, and engage in professional development within and across grades and subjects.</b></p>	<p><b>Faculty will have <i>insufficient</i> time to collaborate, plan, and engage in professional development within and across grades and subjects.</b></p>	<p><b>Faculty <i>does not</i> have time for collaboration.</b></p>



	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
C.	<b>The extension in learning time is <i>significant</i> when compared to the time used prior to implementation of the intervention model.</b> <b>AND</b> <b>The extension in learning time will affect <i>all</i> students.</b>	<b>The extension in learning time is <i>moderate</i> when compared to the time used prior to implementation of the intervention model.</b> <b>AND</b> <b>The extension in learning time will affect <i>all</i> students.</b>	<b>The extension in learning time is <i>limited</i> when compared to the time used prior to implementation of the intervention model.</b> <b>OR</b> <b>The extension in learning time will affect <i>some portion</i> of the students.</b>	<b>There is <i>no increase</i> in learning time when compared to the time used prior to implementation of the intervention model.</b>
D.	If the school was previously SIG funded... <i>Full</i> implementation of extended time <i>has continued</i> .	If the school was previously SIG funded... <i>Partial</i> implementation of extended time <i>has continued</i> .	If the school was previously SIG funded... Implementation of extended time <i>has been interrupted</i> .	This section is <i>missing</i> .
E.	The school narrative describes, with <i>strong detail</i> , how it will sustain full implementation of extended time after the grant cycle is complete.	The school narrative describes, with <i>moderate detail</i> , how it will sustain full implementation of extended time after the grant cycle is complete.	The school narrative describes, with <i>limited detail</i> , how it will sustain partial implementation of extended time after the grant cycle is complete.	This section is <i>missing</i> .

## II.2 DATA DRIVEN DECISION-MAKING (CLIMATE AND CULTURE) - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The school narrative describes, with <i>specific detail</i> , how the school plans to enhance or develop a positive school climate where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to students' needs.	The school narrative describes, with <i>moderate detail</i> , how the school plans to enhance or develop a positive school climate where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to students' needs.	A description <i>identifies some of the challenges</i> related to the school culture and climate, but strategy descriptions may be <i>non-specific</i> .	The school culture and climate are <i>not addressed</i> .

B.	The narrative describes, with <i>strong detail</i> , how the school already does or plans to implement a social-emotional intervention plan that <i>aligns interventions within three tiers</i> .	The narrative describes, with <i>moderate detail</i> , how the school already does or plans to implement a social-emotional intervention plan that <i>aligns interventions within three tiers</i> .	The narrative describes, with <i>limited detail</i> , how the school does or plans to implement a social-emotional intervention plan that <i>aligns interventions within three tiers</i> .	The narrative <i>does not describe</i> a tiered intervention system.
C.	The narrative describes, with <i>strong detail</i> , the sources and metrics that will be collected or generated, the persons with which the data will be shared, and the frequency with which it will be analyzed.	The narrative describes, with <i>moderate detail</i> , the sources and metrics that will be collected or generated, the persons with which the data will be shared, and the frequency with which it will be analyzed.	The narrative provides a <i>general description</i> of the types of metrics which will be collected and analyzed, the persons with whom and/or frequency with which it will be shared.	The description <i>does not include</i> information about the use of data.
D.	<b>The interventions or strategies that are planned to enhance the school climate and culture are <i>research-based</i> and will <i>substantially respond</i> to students' needs.</b>	<b>The interventions or strategies that are planned to enhance the school climate and culture are <i>research-based</i> and will <i>moderately respond</i> to students' needs.</b>	<b>The interventions or strategies that are planned to enhance the school climate and culture will <i>respond</i> to a <i>limited degree</i> to students' needs.</b>	<b>The interventions or strategies that are planned to enhance the school climate and culture will <i>not respond</i> to students' needs.</b>

II.3 DATA DRIVEN DECISION-MAKING (STUDENT ACHIEVEMENT) - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The narrative describes, with <i>strong detail</i> , how the school does or plans to implement an academic intervention plan that <i>aligns interventions within three tiers</i> .	The narrative describes, with <i>moderate detail</i> , how the school does or plans to implement an academic intervention plan that <i>aligns interventions within three tiers</i> .	The narrative describes, with <i>limited detail</i> , how the school does or plans to implement an academic intervention plan that <i>aligns interventions within three tiers</i> .	The narrative <i>does not describe</i> a tiered academic intervention system.

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
B.	The types of assessment data that will be collected and analyzed (formative, short cycle, interim, and summative), the persons with which it will be shared, and the frequency with which it will be analyzed are described with <i>strong detail</i> .	The types of assessment data that will be collected and analyzed (formative, short cycle, interim, and summative), the persons with which it will be shared, and the frequency with which it will be analyzed are described with <i>moderate detail</i> .	The types of assessment data that will be collected and analyzed (formative, short cycle, interim, and summative), the persons with which it will be shared, and the frequency with which it will be analyzed are described with <i>limited detail</i> .	The description <i>does not include</i> information about the use of assessment data.
C.	<b>The interventions or strategies that are planned are <i>research-based</i> and will <i>substantially</i> improve students' academic achievement and graduation rate, if applicable.</b>	<b>The interventions or strategies that are planned are <i>research-based</i> and will <i>moderately</i> improve students' academic achievement and graduation rate, if applicable.</b>	<b>The interventions or strategies that are planned are <i>research-based</i> and will improve students' academic achievement and graduation rate, if applicable, to a <i>limited degree</i>.</b>	<b>The interventions or strategies that are planned will <i>not respond</i> to students' needs.</b>

II. 4 COMPREHENSIVE INSTRUCTIONAL REFORM - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The narrative provides, with <i>strong detail</i> , a proposed curriculum that is aligned to Illinois Learning Standards and includes clear expectations for student learning.	The narrative provides, with <i>moderate detail</i> , a proposed curriculum that is aligned to Illinois Learning Standards and includes clear expectations for student learning.	The narrative provides, with <i>limited detail</i> , a proposed curriculum that is aligned to Illinois Learning Standards and includes clear expectations for student learning.	The section on comprehensive instructional reform is <i>missing</i> .

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
B.	<p>Instructional and learning supports include at least <i>four</i> of the strategies below:</p> <ul style="list-style-type: none"> <li>a. Using and integrating technology-based supports and interventions;</li> <li>b. Establishing smaller learning communities;</li> <li>c. Providing supports for working with Special Education (SPED) and English Language Learners (ELL);</li> <li>d. Providing opportunities for credit recovery;</li> <li>e. Re-engagement strategies;</li> <li>f. Implementing programs for basic skills remediation;</li> <li>g. Establishing early warning systems (focused prevention of absences, low grades, violence, potential dropouts, etc.);</li> <li>h. Providing transitional support services, such as freshman academies;</li> <li>i. Providing opportunities and supports for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics); and</li> <li>j. Other research-based supports or strategies.</li> </ul>	<p>Instructional and learning supports include at least <i>two to three</i> of the strategies below:</p> <ul style="list-style-type: none"> <li>a. Using and integrating technology-based supports and interventions;</li> <li>b. Establishing smaller learning communities;</li> <li>c. Providing supports for working with Special Education (SPED) and English Language Learners (ELL);</li> <li>d. Providing opportunities for credit recovery;</li> <li>e. Re-engagement strategies;</li> <li>f. Implementing programs for basic skills remediation;</li> <li>g. Establishing early warning systems (focused prevention of absences, low grades, violence, potential dropouts, etc.);</li> <li>h. Providing transitional support services, such as freshman academies;</li> <li>i. Providing opportunities and supports for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics); and</li> <li>j. Other research-based supports or strategies.</li> </ul>	<p>Instructional and learning supports include <i>one</i> of the strategies below:</p> <ul style="list-style-type: none"> <li>a. Using and integrating technology-based supports and interventions;</li> <li>b. Establishing smaller learning communities;</li> <li>c. Providing supports for working with Special Education (SPED) and English Language Learners (ELL);</li> <li>d. Providing opportunities for credit recovery;</li> <li>e. Re-engagement strategies;</li> <li>f. Implementing programs for basic skills remediation;</li> <li>g. Establishing early warning systems (focused prevention of absences, low grades, violence, potential dropouts, etc.);</li> <li>h. Providing transitional support services, such as freshman academies;</li> <li>i. Providing opportunities and supports for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics); and</li> <li>j. Other research-based supports or strategies.</li> </ul>	<p>Instructional and learning supports <i>are not included</i>.</p>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
C.	The proposal provides a <i>strong detailed description</i> of the fidelity measures and periodic reviews that will be performed to ensure curriculum and learning supports are being implemented with fidelity.	The proposal provides a <i>moderately detailed description</i> of the fidelity measures and periodic reviews that will be performed to ensure curriculum and learning supports are being implemented with fidelity.	The proposal provides a <i>limited description</i> of the manner in which the instructional reforms will be monitored.	The section on fidelity measures and periodic reviews is <i>missing</i> .
D.	<b>The plan ensures access to a high-quality curriculum for <i>all</i> students.</b>	<b>The plan ensures access to a high-quality curriculum for <i>most</i> students.</b>	<b>The plan ensures access to a high-quality curriculum for <i>some</i> students.</b>	<b>The plan <i>does not ensure</i> access to a high-quality curriculum.</b>

II.5 JOB-EMBEDDED PROFESSIONAL DEVELOPMENT - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	<p>A 3-year timeline that specifies:</p> <ul style="list-style-type: none"> <li>a. the professional development topic areas (e.g., development of formative assessments, data literacy, instructional shifts associated with the common core state standards, leadership skills),</li> <li>b. persons or organizations responsible for facilitating the professional development,</li> <li>c. persons receiving the professional development, and</li> <li>d. the manner in which the professional development will be provided is included.</li> </ul> <p>The timeline is <i>strongly</i> specific and includes plans for sustainability of high-quality professional development after the grant period.</p>	<p>A 3-year timeline that specifies:</p> <ul style="list-style-type: none"> <li>a. the professional development topic areas (e.g., development of formative assessments, data literacy, instructional shifts associated with the common core state standards, leadership skills),</li> <li>b. persons or organizations responsible for facilitating the professional development,</li> <li>c. persons receiving the professional development, and</li> <li>d. the manner in which the professional development will be provided is included.</li> </ul> <p>The timeline is <i>moderately</i> specific and includes plans for sustainability of high-quality professional development after the grant period.</p>	<p>A 3-year timeline that specifies the professional development topic areas (e.g., development of formative assessments, data literacy, instructional shifts associated with the common core state standards, leadership skills).</p> <p>The timeline <i>lacks detail</i>.</p>	<p>This timeline and/or narrative is (are) <i>missing</i>.</p>
B.	<p><b>The plan <i>specifically</i> describes a monitoring protocol to track the <i>administration, implementation, and effect</i> of job-embedded professional development.</b></p>	<p><b>The plan <i>generally</i> describes a monitoring protocol to track the <i>administration</i> of job-embedded professional development.</b></p>	<p><b>The plan <i>describes</i> a monitoring protocol to track the <i>administration</i> of job-embedded professional development.</b></p>	<p><b>The section on monitoring professional development is <i>missing</i>.</b></p>
C.	<p><b>The monitoring protocol <i>specifically</i> includes <i>associated fidelity metrics and outcome measures</i>, as well as <i>frequency and persons responsible</i>.</b></p>	<p><b><i>Types of measures are identified.</i></b></p>	<p><b><i>Specific forms of measurement may be included.</i></b></p>	<p><b>This section is <i>missing</i>.</b></p>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
D.	<b>The proposed professional development is designed to <i>significantly</i> increase student academic and behavioral outcomes.</b>	<b>The proposed professional development is designed to <i>moderately</i> increase student academic and behavioral outcomes.</b>	<b>The proposed professional development contains topics that will be of some value to participants, but will have <i>limited effect</i> on student academic or behavioral outcomes.</b>	<b>The proposed professional development will <i>not affect</i> academic or behavioral outcomes.</b>
E.	The roles, responsibilities, and decision-making authority of the LEA and Lead Partner (or other external agency) as they relate to this process <i>are described specifically</i> .	The proposal may refer to a collaborative arrangement between the LEA and Lead Partner, but responsibilities and decision-making authority <i>are not specifically described</i> as they relate to this process.	The proposal describes the role of the Lead Partner in <i>general terms</i> .	The role of the Lead Partner is <i>missing</i> .

II.6 COMMUNITY ENGAGEMENT - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The narrative <i>describes in strong detail</i> a communications and outreach plan that includes <i>specific strategies</i> of the types listed below to increase engagement and involvement of parents and community partners. a. Outreach to connect with hard-to-reach families. b. Enhancement of welcoming and social supports for newcomers. c. Establishment of a range of family involvement opportunities.	The narrative <i>describes in moderate detail</i> a communications and outreach plan that includes <i>strategies</i> of the types listed below to increase engagement and involvement of parents and community partners. a. Outreach to connect with hard-to-reach families. b. Enhancement of welcoming and social supports for newcomers. c. Establishment of a range of family involvement opportunities. d. Holding regular public meetings	The narrative <i>describes</i> a communications and outreach plan. Details about specific strategies are <i>limited</i> .	The communications and outreach section is <i>missing</i> .

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<p>d. Holding regular public meetings to review school performance and to develop school improvement plans.</p> <p>e. Using surveys to gauge satisfaction and support for schools.</p> <p>f. Communications for parents, caregivers, and community members (as applicable) are provided in the language(s) of the home and/or community.</p>	<p>to review school performance and to develop school improvement plans.</p> <p>e. Using surveys to gauge satisfaction and support for schools.</p> <p>f. Communications for parents, caregivers, and community members (as applicable) are provided in the language(s) of the home and/or community.</p>		
B.	<i>The roles, responsibilities, and decision-making authority of the Lead Partner (or other external agency) as they relate to this process are described specifically.</i>	<i>The role of the Lead Partner is described, but responsibilities and decision-making authority are not specifically described as they relate to this process.</i>	<i>The role of the Lead Partner is described in limited terms.</i>	<i>This section is missing.</i>
C.	<i>Persons (positions) responsible for oversight and implementation of the outreach program are described with significant detail.</i>	<i>Persons (positions) responsible for oversight and implementation of the outreach program are described with sufficient detail.</i>	<i>Persons (positions) responsible for oversight and implementation of the outreach program are described with insufficient detail.</i>	<i>This section is missing.</i>
D.	<i>Metrics and other sources of data that measure the success and fidelity of implementation of the community engagement and outreach strategies are described in detail in the narrative.</i>	<i>Data that points to the successful implementation of the community engagement and outreach strategies are described in the narrative.</i>	<i>The narrative describes, in general terms, a methodology to gauge the success of the community engagement and outreach strategies.</i>	<i>This section is missing.</i>



	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
E.	The communication and outreach plan includes <i>regular, frequent meetings</i> with parents, community members, and staff to update them on the <i>key metrics of the intervention as well as progress made toward key strategies and interventions.</i>	The communication and outreach plan includes <i>regular, frequent meetings</i> with parents, community members, and staff to update them on <i>progress made toward key strategies and interventions.</i>	The communication and outreach plan includes <i>notifying</i> parents, community members, and staff to update them on <i>progress made toward key strategies and interventions.</i>	The communication and outreach plan <i>does not include a description of the frequency, methodology, or substance of the communication.</i>
F.	The communication and outreach plan is aligned with the research on best practices and will have a <i>substantial positive impact.</i>	The communication and outreach plan is aligned with the research on best practices and will have a <i>moderate positive impact.</i>	The communication and outreach plan is aligned with the research on best practices and will have a <i>limited positive impact.</i>	The communication and outreach plan will have an <i>insignificant or negative impact.</i>

II.7. ROLE OF THE LEAD PARTNER - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The description of the Lead Partner’s responsibilities includes <i>seven or more</i> of the following additional responsibilities (performed by the Lead Partner or contracted through the Lead Partner organization): a. Job-embedded professional development of faculty and/or coaches; b. Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments;	The description of the Lead Partner’s responsibilities includes <i>four to six</i> of the following additional responsibilities (performed by the Lead Partner or contracted through the Lead Partner organization): a. Job-embedded professional development of faculty and/or coaches; b. Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments;	The description of the Lead Partner’s responsibilities includes <i>one to three</i> of the following additional responsibilities (performed by the Lead Partner or contracted through the Lead Partner organization): a. Job-embedded professional development of faculty and/or coaches; b. Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments;	The description of the Lead Partner’s responsibilities includes <i>none</i> of the following additional responsibilities (performed by the Lead Partner or contracted through the Lead Partner organization): a. Job-embedded professional development of faculty and/or coaches; b. Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments; c. Active participation in hiring

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<ul style="list-style-type: none"> <li>c. Active participation in hiring of district-funded administrators at the school,</li> <li>d. Management of the transformation office, or officer;</li> <li>e. Strategy, design, and creation of performance management/communication system;</li> <li>f. Assistance with school climate and culture;</li> <li>g. Parent/community engagement or outreach;</li> <li>h. Extended time programming;</li> <li>i. Development of the Teacher Evaluation System to include a student growth component;</li> <li>j. Job-embedded professional development/coaching of administrators;</li> <li>k. Curriculum alignment and/or mapping with the Illinois Learning Standards and other state standards;</li> <li>l. Development and/or implementation of a turnaround/transformation scorecard;</li> <li>m. Compensation system reform;</li> <li>n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators;</li> <li>o. Development of an incentive</li> </ul>	<ul style="list-style-type: none"> <li>c. Active participation in hiring of district-funded administrators at the school,</li> <li>d. Management of the transformation office, or officer;</li> <li>e. Strategy, design, and creation of performance management/communication system;</li> <li>f. Assistance with school climate and culture;</li> <li>g. Parent/community engagement or outreach;</li> <li>h. Extended time programming;</li> <li>i. Development of the Teacher Evaluation System to include a student growth component;</li> <li>j. Job-embedded professional development/coaching of administrators;</li> <li>k. Curriculum alignment and/or mapping with the Illinois Learning Standards and other state standards;</li> <li>l. Development and/or implementation of a turnaround/transformation scorecard;</li> <li>m. Compensation system reform;</li> <li>n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators;</li> <li>o. Development of an incentive</li> </ul>	<ul style="list-style-type: none"> <li>c. Active participation in hiring of district-funded administrators at the school,</li> <li>d. Management of the transformation office, or officer;</li> <li>e. Strategy, design, and creation of performance management/communication system;</li> <li>f. Assistance with school climate and culture;</li> <li>g. Parent/community engagement or outreach;</li> <li>h. Extended time programming;</li> <li>i. Development of the Teacher Evaluation System to include a student growth component;</li> <li>j. Job-embedded professional development/coaching of administrators;</li> <li>k. Curriculum alignment and/or mapping with the Illinois Learning Standards and other state standards;</li> <li>l. Development and/or implementation of a turnaround/transformation scorecard;</li> <li>m. Compensation system reform;</li> <li>n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators;</li> <li>o. Development of an incentive</li> </ul>	<ul style="list-style-type: none"> <li>of district-funded administrators at the school,</li> <li>d. Management of the transformation office, or officer;</li> <li>e. Strategy, design, creation of performance management/communication system;</li> <li>f. Assistance with school climate and culture;</li> <li>g. Parent/community engagement or outreach;</li> <li>h. Extended time programming;</li> <li>i. Development of the Teacher Evaluation System to include a student growth component;</li> <li>j. Job-embedded professional development/coaching of administrators;</li> <li>k. Curriculum alignment and/or mapping with the Illinois Learning Standards and other state standards;</li> <li>l. Development and/or implementation of a turnaround/transformation scorecard;</li> <li>m. Compensation system reform;</li> <li>n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators;</li> <li>o. Development of an incentive system that identifies and</li> </ul>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<p>system that identifies and rewards staff based on student achievement and/or graduation rate, if applicable;</p> <p>p. Operational support or training for scheduling;</p> <p>q. A plan to analyze the cost-benefit of various grant activities that leads to a plan for sustainability after the grant period; and</p> <p>r. Other substantial responsibilities not previously described.</p>	<p>system that identifies and rewards staff based on student achievement and/or graduation rate, if applicable;</p> <p>p. Operational support or training for scheduling;</p> <p>q. A plan to analyze the cost-benefit of various grant activities that leads to a plan for sustainability after the grant period; and</p> <p>r. Other substantial responsibilities not previously described.</p>	<p>system that identifies and rewards staff based on student achievement and/or graduation rate, if applicable;</p> <p>p. Operational support or training for scheduling;</p> <p>q. A plan to analyze the cost-benefit of various grant activities that leads to a plan for sustainability after the grant period; and</p> <p>r. Other substantial responsibilities not previously described.</p>	<p>rewards staff based on student achievement and/or graduation rate, if applicable;</p> <p>p. Operational support or training for scheduling;</p> <p>q. A plan to analyze the cost-benefit of various grant activities that leads to a plan for sustainability after the grant period; and</p> <p>r. Other substantial responsibilities not previously described.</p>
B.	Specific outcome measures related to academic performance, climate/culture, or teacher talent, for which the Lead Partner will be held responsible, are described with <i>significant detail</i> .	Specific outcome measures related to academic performance, climate/culture, or teacher talent, for which the Lead Partner will be held responsible, are described with <i>moderate detail</i> .	Specific outcome measures related to academic performance, climate/culture, or teacher talent, for which the Lead Partner will be held responsible, are described with <i>limited detail</i> .	Specific outcome measures related to academic performance, climate/culture, or teacher talent, for which the Lead Partner will be held responsible, are <i>not described</i> .
C.	<b>Evidence that the Lead Partner will provide a daily on-site presence in the school is provided in a <i>signed MOU</i> between the Lead Partner and the district.</b>	<b>Evidence that the Lead Partner will provide a daily on-site presence in the school is included in a <i>letter of understanding</i> between the Lead Partner and the district.</b>	<b>The Lead Partner's intent to provide a daily on-site presence in the school is <i>stated in the narrative or other attachment</i>.</b>	<b>There is <i>no evidence</i> that the Lead Partner will provide a daily on-site presence.</b>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
D.	Evidence that the Lead Partner organization will provide additional support personnel and/or resources as necessary to implement with fidelity those strategies that it has the responsibility to perform is attached in the form of a <i>signed MOU</i> between the Lead Partner and the district.	Evidence that the Lead Partner organization will provide additional support personnel and/or resources as necessary to implement with fidelity those strategies that it has the responsibility to perform is attached in the form of a <i>letter of support</i> between the Lead Partner and the district.	The Lead Partner organization's intent to provide additional support personnel and/or resources as necessary to implement with fidelity those strategies that it has the responsibility to perform is <i>stated in the narrative</i> .	There is <i>no evidence</i> that the Lead Partner will provide additional support personnel and/or resources as necessary to implement with fidelity those strategies that it has the responsibility to perform.
E.	Evidence that the Lead Partner accepts responsibility for the outcome measures specified in the narrative is attached in the form of a <i>signed MOU</i> between the Lead Partner and the district.	Evidence that the Lead Partner accepts responsibility for the outcome measures specified in the narrative is attached in the form of a <i>letter of support</i> between the Lead Partner and the district.	Evidence that the Lead Partner accepts responsibility for the outcome measures listed in the narrative is <i>stated in the narrative or other attachment</i> .	There is <i>no evidence</i> that the Lead Partner accepts responsibility for the outcome measures specified in the narrative.

SECTION III: STAFFING, BUDGET, TIMELINE

III.1. STAFFING - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<b>A.</b>	<p><b>Job descriptions meet <i>all</i> of the following sub-criteria:</b></p> <ul style="list-style-type: none"> <li><b>a. Complete job descriptions are provided for each new staff member who will be involved in the intervention;</b></li> <li><b>b. Complete job descriptions are provided for each staff member whose position will be modified in response to the planned intervention;</b></li> <li><b>c. Job descriptions are specific and are comprised of non-duplicated responsibilities;</b></li> <li><b>d. Qualifications are listed in the job descriptions;</b></li> <li><b>e. Job descriptions include a reference to the major interventions, and/or objectives for which these persons will be held accountable; and</b></li> <li><b>f. All staff that are responsible for oversight of major interventions of the grant are listed, with their specific roles and</b></li> </ul>	<p><b>Job descriptions meet <i>most</i> of the following sub-criteria:</b></p> <ul style="list-style-type: none"> <li><b>a. Complete job descriptions are provided for each new staff member who will be involved in the intervention;</b></li> <li><b>b. Complete job descriptions are provided for each staff member whose position will be modified in response to the planned intervention;</b></li> <li><b>c. Job descriptions are specific and are comprised of non-duplicated responsibilities;</b></li> <li><b>d. Qualifications are listed in the job descriptions;</b></li> <li><b>e. Job descriptions include a reference to the major interventions, and/or objectives for which these persons will be held accountable; and</b></li> <li><b>f. All staff that are responsible for oversight of major interventions of the grant are listed, with their specific roles and the amount of time that they will be involved in the</b></li> </ul>	<p><b>Job descriptions for new staff and/or modified positions may be <i>incomplete, non-specific, or do not include qualifications.</i></b></p>	<p><b>Job descriptions are <i>missing.</i></b></p>

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
	<b>the amount of time that they will be involved in the intervention.</b>	<b>intervention.</b>		
<i>If the Principal Remains:</i>				
B.	The connection between the principal’s knowledge, skills, abilities, and competencies related to implementation of the intervention model <i>is demonstrated fully.</i>	The connection between the principal’s knowledge, skills, abilities, and competencies related to implementation of the intervention model <i>is demonstrated satisfactorily.</i>	The connection between the principal’s knowledge, skills abilities, and competencies related to implementation of the intervention model <i>is demonstrated partially.</i>	The connection between the principal’s knowledge, skills, abilities, and competencies related to implementation of the intervention model <i>is missing or not evident.</i>
C.	The narrative supports the principal’s continued service by detailing actions, policies, and/or practices that he/she instituted which will have a <i>significant impact</i> on student achievement and school turnaround.	The narrative supports the principal’s continued service by detailing actions, policies, and/or practices that he/she instituted which will have a <i>moderate impact</i> on student achievement and school turnaround.	The narrative supports the principal’s continued service by detailing actions, policies, and/or practices that he/she instituted which will have a <i>limited impact</i> on student achievement and school turnaround.	The narrative <i>does not</i> support the principal’s continued service either because it <i>does not detail previous actions, policies, or practices, or</i> because those that are described will have an <i>insignificant impact</i> on student achievement and school turnaround.
D.	<b>The narrative provides evidence that the principal’s actions resulted in <i>substantial progress</i> by specifying improvements in student achievement data, leading/lagging indicators, and other metrics that measure the success of school turnaround.</b>	<b>The narrative provides evidence that the principal’s actions resulted in <i>moderate progress</i> by specifying successful implementation of school turnaround strategies.</b>	<b>The narrative provides <i>limited evidence</i> that the principal’s actions resulted successful implementation of school turnaround strategies.</b>	<b>Evidence that the principal’s actions resulted in progress is <i>not supported</i>.</b>

III.2. BUDGET - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The budget is <i>directly related</i> to the implementation of the intervention model and sufficient to implement the activities <i>fully and effectively</i> .	The budget is <i>related</i> to the implementation of the intervention model and sufficient to implement the activities <i>to a moderate degree</i> .	The budget is <i>related</i> to the implementation of the intervention model and sufficient to implement the activities <i>to a limited degree</i> .	The budget is <i>unrelated</i> to the implementation of the intervention model and/or <i>insufficient</i> to implement the activities.
B.	All budget requests are reasonable and necessary expenditures and are in compliance with Title I requirements.	<i>Most</i> budget requests are reasonable and necessary expenditures and are in compliance with Title I requirements.	<i>Many</i> budget requests are <i>not</i> reasonable and necessary expenditures or are <i>not</i> in compliance with Title I requirements.	The budget is <i>missing</i> .
C.	The proposal includes a description of how it will redirect <i>a significant amount</i> of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grants and sustain for three years after the completion of the grant period	The proposal includes a description of how it will redirect <i>a moderate amount</i> of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grants and sustain for three years after the completion of the grant period.	The proposal includes a description of how it will redirect <i>a limited amount</i> of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grants and sustain for three years after the completion of the grant period.	The proposal <i>does not include</i> a description of how it will redirect local, state, and/or federal dollars to maximize the funding impact of School Improvement Grants, or the description <i>lacks sufficient detail to be able to determine</i> the level of funding that will be redirected.

III.3 TIMELINE - Total of 10 School Readiness Points Possible

	STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
A.	The proposal includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. <i>Extensive detail</i> is provided.	The proposal includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. <i>A moderate level of detail</i> is provided.	The proposal includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. <i>A partial level of detail</i> is provided.	This section is <i>missing</i> . OR The proposal includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. <i>Detail is lacking</i> .