



Illinois State Board of Education

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Jesse H. Ruiz
Chairman

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

April 20, 2009

TO: Eligible Applicants

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

SUBJECT: REQUEST FOR PROPOSALS (RFP): FY 2010 School Improvement Grant – Section 1003(g)

General Information

Eligible Applicants: School districts are eligible to apply for those schools that were identified in school year 2008-09 as being in improvement, corrective action, or restructuring under Title I, Part A, Section 1116, of the Elementary and Secondary Education Act (ESEA).

An eligible school district may apply for a School Improvement Grant – Section 1003(g) on behalf of a qualifying school within its district (see http://www.isbe.net/sos/pdf/fed_school_status.pdf for a list of qualifying schools) and is expected to work with that school in completing the application. A district can submit a proposal on behalf of more than one school, but a separate and complete application must be written for each school.

Grant Award: Individual grant awards will range from not less than \$50,000 to no more than \$500,000 per school, with grants averaging between \$50,000 and \$250,000. The total amount of funding that will be available is \$16,000,000. The number of grants to be awarded will not be determined until the application scoring and ranking process is completed.

Grants will be awarded regionally by the ten [Illinois system of support regions](#), which are listed below; a map of the regions can be accessed at http://www.isbe.net/sos/pdf/respro_map.pdf.

- I-A Chicago
- I-B-B West Cook
- I-B-C South Cook
- I-B-D North Cook
- I-C Northeast
- II Northwest
- III West Central
- IV East Central
- V Southwest
- VI Southeast

Grant Period: The grant period will begin no sooner than July 1, 2009, and will extend from the executed date of the grant until August 31, 2010. All approved activities must be completed no later than August 31, 2010, and carryover funds are not permitted.

Subject to future appropriations by the U.S. Congress, the School Improvement Grant – Section 1003(g) may be renewed for two additional one-year periods provided that the funded schools are meeting the goals in their school improvement plans developed under Section 1116 of ESEA.

Application Deadline: Mail the original and five copies to Attention: Martha (Marti) Woelfle, Grants and Programs Division, Illinois State Board of Education, 100 North First Street (N-242), Springfield, Illinois 62777-0001, to ensure receipt **no later than** 5:00 p.m. on May 28, 2009. Late proposals, proposals with fewer than the number of required copies, incomplete proposals, or faxed copies will not be accepted.

Proposals also may 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

Bidders' Conference: An audio teleconference will be held April 27 from 10:00 a.m. to 11:30 a.m. To access the conference, dial 1-800-288-9626.

Letter of Intent to Apply: Proposals will only be considered from those applicants that provide a letter of intent to apply to the State Board of Education no later than 5:00 p.m. on Monday, May 4, 2009. Letters of intent to apply should be sent to the attention of Marti Woelfle by mail at the address above, by fax to 217/785-9031, or by email to mwoelfle@isbe.net. Please provide the district's name, [Region-County-District-Type code \(RCDT\)](#), the name of the school to be included in the grant, and the contact information for the district or school, including the name of the contact person and his or her telephone number and email address.

Contact Person: For more information on this RFP, contact Martha A. (Marti) Woelfle, Grants and Programs, Illinois State Board of Education, 100 North First Street (N-242), Springfield, IL 62777-0001, 217/524-4832, or by email at mwoelfle@isbe.net.

Background and Program Specifications

[Title I, Part A, Section 1003\(g\) of the Elementary and Secondary Education Act](#) provides funds to eligible school districts for the purpose of providing intensive assistance to schools identified as in need of improvement under [Section 1116 of NCLB](#). The purpose of the School Improvement Grant – Section 1003(g) is to improve student achievement, increase the number of schools that make Adequate Yearly Progress (AYP), and use data to make informed decisions and create a system of continuous feedback and improvement.

School districts receiving grants under the program must use the funds in schools identified for improvement in order to implement research-based strategies and practices. Schools must use School

Improvement Grant – Section 1003(g) funds to carry out the school improvement, corrective action or restructuring activities as described in Section 1116. Funds are to be spent on practices that are designed to improve student achievement and positively affect the following measurable outcomes.

1. The number and percentage of students who score proficient in reading/language arts and mathematics as measured by the Illinois Standards Achievement Test (ISAT) in grades 3 through 8 or the Prairie State Achievement Examination (PSAE) in grade 11 will increase in school districts and schools that receive School Improvement Grant – Section 1003(g) funds.
2. School districts and schools that receive School Improvement Grant – Section 1003(g) funds will make adequate yearly progress and move out of improvement status.
3. School districts and schools that receive School Improvement Grant – Section 1003(g) funds will make decisions regarding the use of these funds that are based on data and will create systems of continuous feedback and improvement.

Schools must select one or more of the strategies required by the U.S. Department of Education (USDE) and listed below that it determines will be the most effective in building the school district's and funded school's capacity to improve student achievement and move the school out of improvement status. The selection of the strategies must be based on data that reflect the district's and school's individual circumstances. For instance, a district or school may look at each student subgroup not meeting AYP and investigate the research to determine which practice has the highest likelihood of increasing the achievement of that particular group of students. Those selected practices then become appropriate to be supported by School Improvement Grant – Section 1003(g) funds.

Each of the strategies is described below.

USDE Required Strategies

- 1. Schools will coordinate with [Regional System of Support Providers \(RESPRO\)](#) Support Teams to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement and outcome-related measures.**

Each school will work with a RESPRO team to create a professional development plan that takes into consideration the various needs of the entire instructional staff. The plan must be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan must:

- Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement tiered instruction;
- Align with the National Staff Development Council Standards for Staff Development (see <http://www.nsd.org/standards/index.cfm>) that focus on context, process, and content standards; and
- Provide time for all staff to collaborate and plan strategy implementation.

- 2. Schools will target research-based strategies to change instructional practice in order to address the academic achievement problems that led to the school being identified for improvement, corrective action, or restructuring.**

Each school will develop a plan that clearly identifies the expected outcomes for students. Plans will include, but not be limited to, data retreats, professional learning communities and continual self-monitoring of individually targeted student progress.

Additionally, each school will explore tools that identify the local alignment of curricula, such as the Surveys of Enacted Curriculum, curriculum mapping, or other tools that align with the Illinois Learning Standards. This will provide the school with research-based data to focus on the curriculum areas that need improvement. From the curriculum gap analysis, the school will need to write strategies that support these efforts.

Schools will implement scientifically based research programs that will enable differentiated instruction. The school and the district must approach educating all students using progress-monitoring instruments, data analysis, collaborative decision-making, tiered and differentiated instruction, parental involvement, and ensure access to a standards-aligned core curriculum.

3. Schools will create partnerships among external entities through the RESPROs or other external partners to obtain technical assistance, professional development, and management advice.

Through the RESPROs, the Illinois State Board of Education (ISBE) currently works with three major organizations that provide professional development opportunities throughout Illinois, which are not financed with Title I funds: the [Illinois Association of School Administrators](#), the [Illinois Principals Association](#), and the [Illinois Association of School Boards](#). Each organization provides important professional development in the area of school improvement, which will be made available to the School Improvement Grant – Section 1003(g) grantees. Grantees will be encouraged to create additional partnerships that can be cultivated to leverage assistance in meeting the individual needs of each school.

4. Schools must strengthen the parental involvement component of the school improvement plan and must work with their School Support Team members and other technical assistance providers to provide opportunities for parents to become more involved in the educational process.

The school improvement plan template in the [Interactive Illinois Report Card \(IIRC\)](#) includes parental involvement strategies for each objective of the plan. Parents will be informed of the school improvement process and through the School Improvement Grant – Section 1003(g) will be provided opportunities to become more involved in the education of their children. Schools will incorporate specific goals into their parental involvement component to:

- a. strengthen family-school connections,
- b. engage parents in children’s learning, and
- c. improve student academic and social learning.

5. Schools will implement other strategies determined by the school district, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.

Schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes. School improvement teams at the local level will work with RESPROS to create a plan for how to use funds to provide differentiated instruction based on the data in each school.

Responsibilities of School Districts

Each **district** that receives School Improvement Grant – Section 1003(g) funds must commit to the following:

- Conduct a review of district reform strategies and efforts currently in place and leverage other federal, state, and local funds to support the school improvement efforts;
- Fulfill all LEA requirements of [Section 1116 of NCLB](#), such as offering public school choice and supplemental educational services, taking corrective action, planning and/or implementing restructuring plans, and notifying parents;
- Coordinate district resources to support each funded school in its improvement efforts, including providing professional development to instructional staff and leaders, using student achievement data and instructional strategies to improve the academic achievement of the students in their schools, and assisting the school in implementing its school improvement plan; and
- Support the funded school’s Title I improvement goals, as well as relevant school improvement or restructuring plans and professional development plans.

Responsibilities of Funded Schools

Schools must agree to:

- Review and analyze school data, including pupil scores and parent, staff, student and community surveys; identify and prioritize needs; and establish strategies needed to improve academic achievement and make progress toward making AYP;
- Ensure that staff participates in ongoing, intensive professional development. Professional development should use student achievement data that are focused on instructional strategies to improve the academic achievement of the students, with particular emphasis on content areas and subgroups failing to make AYP;
- Establish research-based interventions that support a strong relationship with student achievement (e.g., tiered instruction, extended learning day, rigorous standards-aligned curriculum); and
- Track progress toward meeting plan goals and benchmarks.

Fiscal Information

The total amount of funding that will be available for the School Improvement Grant – Section 1003(g) in FY 2010 is \$16,000,000. Individual grant awards will range from not less than \$50,000 to no more than \$500,000 per school, with grants averaging between \$50,000 and \$250,000.

Grantees may apply for two additional one-year periods of level funding, subject to appropriations by U.S. Congress and each funded school meeting the goals in its school improvement plan developed under Section 1116 of NCLB.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. [This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.] Carryover funds are not permitted.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A, and the Funding Source Code is 4339.

School Improvement Grant – Section 1003(g) funds may be used for the following purposes, to include, but not be limited to:

- **Improving instruction for students**
 - Increase time in the school day spent on English language arts (ELA) and/or mathematics instruction.
 - Increase the length of the school day or the number of days in school and use the increased time to focus on ELA and/or math.
 - Hire instructional coaches in the areas of mathematics and/or reading.
 - Improve instruction at the high school level, including providing access to high-quality, standards-aligned curriculum and equity for all students.

- **Improving opportunities for parental involvement**
 - Increase opportunities for parents to participate in the school.
 - Increase parental involvement in school governance.
 - Assist parents in knowing how to help their children academically at home.

- **Providing choices for parents and students**
 - Increase opportunities for public school choice.
 - Increase opportunities for supplemental educational services for eligible students.

- **Implement corrective actions or restructuring options**
 - Appoint one or more outside experts to advise the school on how to revise and strengthen the improvement plan it created while in school improvement status and address the specific issues underlying the school’s continued inability to make AYP.
 - Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
 - Implement an alternative governance arrangement as allowable under NCLB and approved by ISBE.
 - Address curriculum mapping and alignment, and/or conduct curriculum audits.
 - Contract with an outside entity to provide professional development in areas relating to the cause(s) of AYP status.
 - Contract a turnaround coach/specialist with documented record of success of improving student achievement.
 - Contract with a school improvement specialist to implement and monitor the improvement planning process and efforts towards achieving School Improvement Grant – Section 1003(g) goals.

- **Professional Development for School Staff**
 - Use coaches (literacy, math) to support school improvement in the area(s) not making adequate yearly progress.
 - Assist in the improvement of the written and taught curriculum and assessments.
 - Contract with outside entity to provide support to the established and approved professional development plan that has been reviewed by the RESPRO.
 - Complete the [National Staff Development Council \(NSDC\) on-line pre- and post-Standards Assessment](#) to ensure success for all students through staff development and school improvement.

Non-allowable Uses of Funds: School Improvement Grant – Section 1003(g) funds **may not** be used for:

- Proposal preparation costs;
- Out-of-state travel for staff;
- Food purchases;
- Incentives of non-educational value (trinkets, cash, etc.);
- Promotional or marketing items;
- Field trips that are purely recreational in nature (field trips without academic support will be considered entertainment and cannot be funded);
- Motivational speakers;
- Capitol improvements, such as facility construction, remodeling, or renovations;
- Indirect costs;
- Any expenditure that occurred prior to the approval and funding of the project;
- Any expenditure that is not clearly identifiable as directly related to grant activities or functions.

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. The total amount of federal funding involved is \$16,000,000.

Proposal Format

The district must submit a separate and complete application for each eligible school. The proposal is to be developed in coordination and consultation with the submitting district and school personnel.

Each proposal must be submitted in the format and the order outlined below. Use the following as a checklist in assembling a completed proposal. The following specifications must be followed when completing the proposal:

- a “page” is 8.5” x 11” on one side only, with 1” margins at the top, bottom, and both sides;
- text in the proposal narrative is to be typed and double spaced;
- use an 11-point font or larger;
- consecutively number the pages;
- use **page headers** that identify the applicant (RCDT code, school name, and district name) on the proposal narrative and appendices; and
- do not use spiral binding or binders.

Please note that incomplete proposals will not be considered.

- ___ **1. Cover Page (Attachment 1):** Must be signed by the district superintendent and the school principal.
- ___ **2. Proposal Abstract (Attachment 2)** (two pages – single spaced narrative): Provide a concise summary of the proposed project and for each of the selected USDE-required strategies, provide a list of the proposed activities.
- ___ **3. Proposal Narrative (limit to 10 pages):** See Narrative Requirements beginning on page 9.
- ___ **4. Budget Summary and Payment Schedule (Attachment 3):** Each proposal must include a budget submitted on the Budget Summary and Payment Schedule (Attachment 3). This must be signed by the district superintendent. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.
- ___ **5. Budget Summary Breakdown (Attachment 4):** The Budget Summary Breakdown details the anticipated expenditures for each line item of the Budget Summary. This must include subcontract information, if applicable (see item 7 of the document titled “Certification and Assurances, and Standard Terms of the Grant,” Attachment 6).

The budget must follow the procedures defined in the Illinois State Board of Education’s [State and Federal Grant Administration and Policy and Fiscal Requirements and Procedures](#) handbook (updated January 2009). The Detailed Function Descriptors and Sub-Categories are to be used for each line item in the proposed budget. These are provided in Appendix B and on pages 21-24 of the handbook. A Sample Budget Worksheet is provided as Appendix C.

ISBE staff will negotiate all final budget allocations for funded projects.

- ___ 6. **Certifications and Assurances (Attachment 5 through 8):** Each school district is required to submit the certification forms attached (“School Improvement Grant – Section 1003(g) Program-Specific Terms of the Grant”, “Certification and Assurances, and Standard Terms of the Grant”, “Certification Regarding Debarment”, and “Certification Regarding Lobbying”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

- ___ 7. **Section 427 of the General Education Provisions Act (Attachment 9):** Include a statement of how the School Improvement Grant – Section 1003(g) program will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for students, teachers, and other beneficiaries with special needs, as required under Section 427 of the *General Education Provisions Act* (GEPA).

Narrative Requirements

The narrative should be completed by or in consultation with staff from the school proposed for funding and by district personnel where applicable. Please note that the point values correspond to the “Criteria for Review and Approval of Proposals”, beginning on page 11, and applicants are encouraged to review those criteria before completing their narratives.

Please label each response with the number of the section (Section I: Need, Section II: Commitment, Section III, Proposed Activities) and number of the question for each section (example: I.1., I.2., I.3). In Section III, identify and describe the proposed activities for each selected USDE-required strategy. Be certain the narrative aligns with the Proposal Abstract (Attachment 2). Label any appendices consecutively as they appear in the proposal.

SECTION I: NEED (25 points)

Both the district and the school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the ISAT or the PSAE; poverty level; and the school’s ability to leverage the resources currently available to the district.

1. Describe the procedure that the district used to select the school to receive funding under the grant.
2. Explain the rationale for the school’s inclusion in this application and its need to improve student achievement.
3. Explain how subgroups within the school are performing and possible areas to target for improvement.
4. Describe the ability of the school to leverage all funds (in particular, other ESEA funds) and resources to work together to support school improvement efforts.
5. Include as **Appendix A** the “evidence of need” by providing a copy of the school’s **2008 Report Card as posted on the ISBE website:**
<http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>.

SECTION II: COMMITMENT (20 points)

Evidence of a strong commitment should be demonstrated through district and school staff’s ability and willingness to implement the plan; school district support; and proposed use of scientifically based research, collaboration, and parental involvement.

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school. Include as **Appendix B** a letter from the school principal that is signed by at least 80 percent of the school's staff supporting the proposed changes to be made under the grant. Additional evidence of support, as applicable, may also be included in Appendix B.
2. Explain the school district's ability to support systemic change and what the current reality for needed change is at the school.
3. Describe the school's academic growth in reading and mathematics for the past five years as determined by the state's assessments (ISAT and/or PSAT).
Note: This description is to include an analysis of the school's state assessment trend data as posted in the school's 2008 school improvement plan template on the [Illinois Interactive Report Card \(iirc.niu.edu\)](http://iirc.niu.edu), Section I-A: Data & Analysis – Report Card Data, Item 8 (reading and mathematics). Include as **Appendix C**, a copy of the school's 2008 IIRC school improvement plan, Section I-A: Data & Analysis – Report Card Data, Item 8a: Reading and Item 8b: Mathematics data pages.
4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.
5. Discuss how each school will provide time for collaboration and develop a schedule that promotes collaboration. Include as **Appendix D** a school schedule showing time for these collaboration activities.
6. Describe the school's collaboration efforts, including the involvement of parents, the community, and outside experts.

SECTION III: PROPOSED ACTIVITIES (45 points)

1. Describe the proposed activities that address at least one of the five USDE school improvement strategies that the school will use as a focus for its school improvement plan (see "Background and Program Specifications", beginning on page 3). Include a chart/table that identifies the (a) selected USDE strategy, (b) proposed activity, (c) expected outcome, and (d) projected timeline for implementation.
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - a. Discuss how the school will use data to develop and refine its improvement plan and goals based on AYP groups in need.
 - b. Describe how the school will collect, analyze and share data with internal and external users. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
 - c. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Include an outline of assessments used by grade level. A chart may be included as **Appendix E** that summarizes this information.
 - d. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards.
3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.
4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel who will be responsible for coordinating such services.

Include as **Appendix F**, job descriptions for the primary positions that will be funded by the grant (i.e., reading coach, intervention specialist, and school improvement coordinator).

Criteria for Review and Approval of Proposals

Each school’s proposal will be reviewed and evaluated in comparison to other proposals received from all schools located in a particular system of support region (see http://www.isbe.net/sos/pdf/respro_map.pdf) according to the criteria listed below. An applicant can receive a maximum of 110 points, including the high school bonus points.

Section I: Need (25 points total)

13 points: Sufficient evidence is presented to demonstrate that the school selected by the district has the greatest need to improve the academic achievement of all students in the areas of reading and mathematics as measured by the state’s assessment(s) and the school’s AYP status. A comprehensive analysis of the performance of the student subgroups and the high needs of the school, including the poverty level is provided. This analysis includes targeted areas for improvement. The school also demonstrates that it has the ability to leverage available funds and resources to support the targeted improvement efforts.

Up to **12 points** (assigned by ISBE per 2008 Report Card Data) will be awarded based on the following:

2007-2008 Federal Improvement Status	Points Awarded	All Students Math Achievement	Points Awarded	All Students Reading Achievement	Points Awarded	Economically Disadvantaged	Points Awarded
Restructuring Implementation	3	< 25% meets/exceeds	3	< 25% meets/exceeds	3	>75%	3
Restructuring Planning	2	25-50% meets/exceeds	2	25-50% meets/exceeds	2	50-74%	2
Corrective Action	1	51-74% meets/exceeds	1	51-74% meets/exceeds	1	35-49%	1
		>75% meets/exceeds	0	>75% meets/exceeds	0	<35%	0

Section II: Commitment (20 points total)

10 points: The narrative details the district’s and school’s efforts for implementing systemic change and there is strong evidence that the school will use data-driven decision-making to inform instructional practice and achieve the school’s improvement plan objectives. A detailed description of the school’s efforts to improve the academic growth in reading and mathematics of students over the past five years is provided, including an analysis of data in Item 8a and Item 8b of the IIRC Section I-A, Report Card Data. The school has proposed a schedule that will provide time for engaging in professional collaborative efforts and provides evidence that parents and the community are actively engaged in the school’s improvement efforts.

Up to **10 points** (to be assigned by ISBE per IIRC Item 8a and Item 8b data) based on the following:

Reading- Net Gain All Students Over Previous Years	Award Points	Mathematics – Net Gain All Students Over Previous Years	Award Points
=/>10%	5	=/>10%	5
6-9%	3	6-9%	3
1-5%	1	1-5%	1
<0%	0	<0%	0

Section III: Proposed Activities (45 points)

The narrative provides a thorough explanation of the activities that are proposed to target the identified USDE school improvement strategy/strategies and the expected outcomes. The proposed activities and strategies represent research-based instructional practices and the decisions to implement these are the result of data-driven decision-making. The proposal adequately describes how the school will collect, analyze, interpret, and disseminate data to internal and external stakeholders and how school personnel will use data to guide instruction. The professional development plan aligns with the projected strategies and activities, is based on a staff self-assessment inventory, and aligns with the [NSDC’s Staff Development Standards](#). Sufficient evidence is provided of the district’s support for the systemic change in the school by its provision of sufficient central office staff and resources to oversee the project, including district personnel who will provide oversight for the collection of data and provision of technical assistance.

Budget (10 points)

The proposed budget is consistent with the proposed activities and strategies and appears to be cost-effective given the scope of the application.

High School Bonus Points (10 points – assigned by ISBE)

A high school proposed for funding may be awarded 10 bonus points if its student achievement scores, as measured by the PSAE, are in the bottom 3 percent of all high schools statewide and the school is in improvement status.

FREQUENTLY ASKED QUESTIONS

1. How may grant funds be used?

The U.S. Department of Education (USDE) requires the selection of one or more of the five USDE required strategies in the School Improvement Grant – Section 1003(g) application for funds. Each school district will select the strategy or strategies it determines will be the most effective, based on data that reflect their individual circumstances, in increasing the district’s and school’s capacity to improve student achievement and move the school out of improvement.

- Provide customized technical assistance and/or professional development that are designed to build the capacity of school district and school staff to improve the school and are informed by student achievement and other outcome-related measures. Individual needs will be determined and assistance may include data analysis as related to problems with classroom instruction, professional development, and parental involvement; identification and implementation of high-quality strategies supported in the school improvement plan; and analysis of budgets and resources to augment reform efforts.
- Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action or restructuring. This strategy was selected because of the responsibility school districts bear for assisting schools in improvement. The July 2006 LEA and School Improvement Non-Regulatory Guidance, D-2 states:

The LEA must help the school choose effective instructional strategies and methods and ensure that the school staff receives high-quality professional development relevant to their implementation. The chosen strategies must be grounded in scientifically based research and address the specific instructional issues that caused the school to be identified for improvement.

Source: <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

- Create partnerships among the ISBE, school districts and other entities for the purpose of delivering technical assistance, professional development, and management advice. ISBE, school districts, and other entities would benefit from a collaborative effort of consultation and service delivery.
- Provide professional development to enhance the capacity of School Support Team members and other technical assistance providers who are part of the statewide system of support.
- Implement other strategies determined by the school district, and approved by ISBE as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring. This strategy remains in the proposed School Improvement Grant – Section 1003(g) application for funds on the grounds that districts should have the flexibility to propose additional strategies specific to a unique need.

2. How will funds be awarded?

After consultation with the Title I Committee of Practitioners, ISBE will allow school districts to access the School Improvement Grant – Section 1003(g) funds through a **competitive grant process**. This process will include an expert panel of reviewers and specific criteria for selection. ISBE will award funds to school districts with the greatest need and greatest commitment for improvement that can demonstrate evidence of successful implementation. The school district will be required to present a well-documented plan for meeting specific educational needs in their school to demonstrate their commitment for successful implementation. School Improvement Grant – Section 1003(g) funds will be allocated separately from Part A, Section 1003(a), but both funding sources must show programmatic coordination. Grant award amounts to school districts will ensure that each grant is of sufficient size and scope to support the activities required under [Sections 1116](#) and [1117](#), and will award not less than \$50,000 or more than \$500,000 per school. Grants will be awarded to schools within the [ten regions of the System of Support](#). A district can have more than one school apply, but an individual application must be written for each school.

The System of Support Regions are as follows:

- I-A Chicago
- I-B-B West Cook
- I-B-C South Cook
- I-B-D North Cook
- I-C Northeast
- II Northwest
- III West Central
- IV East Central
- V Southwest
- VI Southeast

3. When will grant funds be available?

The first payment of the grant funds will be distributed once the grant agreement has been signed by both the grantee and ISBE.

4. Are these funds renewable?

Yes. Subject to future appropriations by the U.S. Congress, ISBE may renew a school district's grant of School Improvement Grant – Section 1003(g) funds for two additional one-year periods if the school in the district is meeting the goals in their school improvement plan developed under Section 1116.

5. If a school district has multiple schools in improvement, may more than one school apply for funds?

Yes. As part of the application process, school districts must describe the procedure the district used to select the school(s) to apply for funds, explain the rationale for an eligible school's inclusion in this application, and describe the school's capacity and commitment to long-term improvement efforts in each individual school application.

6. Who will conduct the required outside evaluation?

ISBE will identify and select the outside evaluator. Schools approved for funding will be notified and given further direction regarding data collection.

8. What is the deadline to apply?

5:00 p.m. on May 28, 2009.

**ALL SCHOOLS IMPROVEMENT GRANT – SECTION 1003(g) APPLICATIONS
MUST BE RECEIVED NO LATER THAN 5:00 P.M. ON MAY 28, 2009.**

Request for Proposals (Grants).Dot

DETAILED FUNCTION DESCRIPTORS AND SUB-CATEGORIES

From Title 23 Illinois Administrative Code-Part 100

Function: The action or purpose for which a person or thing is used or exists. This includes activities or actions which are performed to accomplish the objectives of the project.

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
1000	<p><u>Instruction:</u> The teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom in another location such as a home or hospital, and other learning situations such as those involving cocurricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or assistants of any type that assist in the instructional process.</p> <ul style="list-style-type: none"> -Regular Programs -Special Education Programs -Remedial and Supplemental Programs -Pre-K Programs -Summer School Programs -Bilingual Programs -Truants' Alternative and Optional Programs -Career & Technical Ed Programs
2110	<p><u>Attendance & Social Work Services:</u> Activities for the improvement of pupils' attendance at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school and community.</p> <ul style="list-style-type: none"> -Service Area Direction* -Attendance Services -Social Work Services -Pupil Accounting Services -Other Attendance and Social Work Services
2120	<p><u>Guidance Services:</u> The activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance and working with other staff members in planning and conducting guidance programs for pupils.</p> <ul style="list-style-type: none"> -Service Area Direction* -Counseling Service -Appraisal Services -Information Services -Record Maintenance Services -Placement Services -Other Guidance Services
2130	<p><u>Health Services:</u> Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental and nurse services.</p> <ul style="list-style-type: none"> -Service Area Direction* -Medical Services -Dental Services -Nurse Services -Other Health Services
2140	<p><u>Psychological Services:</u> Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests and behavioral evaluation and planning and managing a program of psychological services, including psychological counseling for pupils, staff and parents.</p> <ul style="list-style-type: none"> -Service Area Direction* -Psychological Testing Services -Psychological Counseling Services -Psychotherapy Services -Other Psychological Services
2150	<p><u>Speech Pathology and Audiology Services:</u> Activities which have as their purpose the identification, assessment and treatment of children with impairments in speech, hearing and language.</p> <ul style="list-style-type: none"> -Service Area Direction* -Speech Pathology Services -Audiologist Services -Other Speech Pathology and Audiology Services.
2210	<p><u>Improvement of Instruction Services:</u> Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the instructional process.</p> <ul style="list-style-type: none"> -Service Area Direction* -Instruction and Curriculum Development Services -Instructional Staff Training Services
2220	<p><u>Educational Media Services:</u> Activities related to media resource centers and concerned with the use of all teaching and learning resources including hardware and content materials. Educational media are defined as any devices, content materials, methods or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials.</p> <ul style="list-style-type: none"> -Service Area Direction* -School Library Services -Audio Visual Services -Educational Television Services -Computer-Assisted Instruction Services
2230	<p><u>Assessment and Testing:</u> Activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching district learning goals to compare individual and group performance with national norms established by test publishers.</p>

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
2300	<p><u>General Administration</u>: Activities concerned with establishing and administering policy in connection with operating the local education agency.</p> <ul style="list-style-type: none"> -Board of Education Services -Service Area Direction* -Board Secretary Service -Executive Administration -Board Treasurer Services -Election Services -Staff Relations and Negotiation Services -Special Area Administration
2400	<p><u>School Administration</u>: Activities concerned with overall administrative responsibility for a single school or a group of schools.</p> <ul style="list-style-type: none"> -Office of the Principal Services -Other Support Services-School Administration
2510	<p><u>Direction of Business Support Services</u>: Activities concerned with directing and managing the Business Services Area, such as those usually performed by the Office of the chief school business official or business manager.</p>
2520	<p><u>Fiscal Services</u>: Activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, bookkeeping, financial accounting, payroll, inventory control and internal auditing.</p> <ul style="list-style-type: none"> -Budgeting Services -Receiving and Disbursing Funds Services -Payroll Services -Financial Accounting Services -Internal Auditing Services -Property Accounting Services
2530	<p><u>Facilities Acquisition and Construction Services</u>: Activities concerned with acquisition of land and buildings, remodeling buildings, construction of buildings and additions to buildings, initial installation or extension of service systems and other built-in equipment and improvements to sites.</p> <ul style="list-style-type: none"> -Service Area Direction* -Land Acquisition and Development Services -Architectural and Engineering Services -Educational Specifications Development Services -Building Acquisition, Construct. and Improve. Services
2540	<p><u>Operation and Maintenance of Plant Services</u>: Activities concerned with keeping the physical plant (i.e., grounds, buildings and equipment) in an effective and safe working condition. This includes activities of maintaining safety in buildings, on the grounds and in the vicinity of the schools.</p> <ul style="list-style-type: none"> -Service Area Direction* -Care and Upkeep of Buildings Services -Care and Upkeep of Grounds Services -Care and Upkeep of Equipment Services -Vehicle Servicing and Maintenance Services (Other than student transportation vehicles) -Security Services -Other Operation and Maintenance of Plant Services
2550	<p><u>Pupil Transportation Services</u>: Activities concerned with conveying pupils to and from school as provided by Article 29 of The School Code. It includes trips between home and school and trips to school activities.</p> <ul style="list-style-type: none"> -Service Area Direction* -Vehicle Operation Services -Monitoring Services -Vehicle Servicing and Maintenance Services -Other Pupil Transportation Services
2560	<p><u>Food Services</u>: Those activities concerned with providing food to pupils and staff in a school or LEA. This service area includes the preparation and serving of regular and incidental meals, lunches or snacks in connection with school activities and the delivery of food.</p> <ul style="list-style-type: none"> -Service Area Direction* -Food Preparation and Dispensing Services -Food Delivery Services -Other Food Services
2570	<p><u>Internal Services</u>: Those activities concerned with buying, storing and distributing supplies, furniture and equipment; those activities concerned with internal duplicating and printing for the school system and the pickup and transporting of cash from school facilities to the central administrative office or bank for control and/or deposit.</p> <ul style="list-style-type: none"> -Service Area Direction* -Purchasing Services -Warehousing and Distributing Services -Printing, Publishing and Duplicating Services
2610	<p><u>Direction of Central Support Services</u>: Activities concerned with directing and managing areas which support instructional and support services programs, other than administration. These activities include planning, research, development, evaluation, information, staff, statistical and data processing services.</p>
2620	<p><u>Planning, Research, Development & Evaluation Services</u>: Those activities, on a systemwide basis, associated with conducting and managing programs of planning, research, development and evaluation for a school system.</p>
2630	<p><u>Information Services</u>: Those activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or the general public through direct mailing, the various news media or personal contact.</p> <ul style="list-style-type: none"> -Service Area Direction* -Internal Information Services -Public Information Services -Management Information Services
2640	<p><u>Staff Services</u>: Activities generally performed by the LEA personnel office, such as recruiting and placement, staff transfers, inservice training, health services and staff accounting.</p> <ul style="list-style-type: none"> -Service Area Direction* -Recruitment and Placement Services -Staff Accounting Services -Inservice Training Services -Health Services

FUNCTION	DESCRIPTORS & SUB-CATEGORIES
2660	<u>Data Processing Services:</u> Activities concerned with preparing data for storage, sorting data and retrieving them for reproduction as information for management and reporting. -Service Area Direction* -Operations Services -Systems Analysis Services -Statistical Services -Programming Services -Other Data Processing Services
2900	<u>Other Support Services:</u> Activities of any support service or classification of services, general in nature, which cannot be classified in the preceding functions.
3000	<u>Community Services:</u> Services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic organization activities, public libraries, programs of custody and child care, welfare services, nonpublic school pupil services and home/school services. -Direction of Community Services -Welfare Activities Services -Community Recreation Services -Nonpublic School Pupils' Services -Civic Services -Home/School Services -Public Library Services -Parent Activities -Custody and Child Care Services -Other Community Services
4000**	<u>Payments to Other Districts and Governmental Units:</u> Payments to LEAs, generally for tuition, transportation and all other services rendered to pupils residing in the paying LEA. Where a nonoperating district pays an operating district for the education of pupils, the nonoperating district records such payments here. Flow-through funds - where payment is received by an LEA and a portion is transferred to one or more other LEAs - use object 600. (Expenditures in this function are not counted in state expenditure totals.) -Payments for Regular Programs -Payments for Career & Technical Ed Programs -Payments for Special Education Programs -Payments for Community College Programs -Payments to University/College programs -Other Payments to Governmental Units
5000	<u>Debt Services:</u> Servicing of the debts of an LEA. -Debt Services - Interest -Debt Services - Lease/Purchase Principal Retired -Debt Services - Bond Principal Retire. -Debt Services- Other

* Service Area Direction - activities associated with directing and managing a specified service area.

** New function descriptor is in effect as of July 1, 2008 (FY09) for the LEAs records. The new function descriptor will be available on the 2010 budget templates for federal and state grant programs.

DETAILED OBJECT DESCRIPTORS AND SUB-CATEGORIES

From Title 23 Illinois Administrative Code-Part 100

Object: Service or commodity obtained as a result of a specific purpose.

OBJECT	DESCRIPTORS & SUB-CATEGORIES
100	<p>Salaries: Amounts paid to permanent, temporary or substitute employees on the payroll of the local education agency (LEA). This includes gross salary for personal services rendered while on the payroll of the LEA.</p> <ul style="list-style-type: none"> -Regular Salaries -Temporary Salaries <li style="text-align: right;">-Overtime Salaries
200	<p>Employee Benefits: Amounts paid by the LEA on behalf of employees; these amounts are not included in the gross salary, but are over and above.</p> <ul style="list-style-type: none"> -Retirement (Teacher Retirement, Municipal Retirement, Federal Insurance Contribution Act [FICA], Medicare Only, Insurance (Life, Medical, Dental). -Tuition Reimbursement. -In rare instances workers/unemployment compensation when purchased to protect individual employees rather than the employer. If applicable, a detailed rationale must be included in any budget detail description.
300	<p>Purchased Services: Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA and other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.</p> <ul style="list-style-type: none"> -Professional & Technical Services (Professional Services-Administrative, Professional Services-Instructional, Data Processing/Statistical Services, Audit/Financial Services, Legal Services, Other Professional & Technical Services). -Property Services (Sanitation Services, Cleaning Services, Repairs & Maintenance Services, Rentals, Other Property Services). -Transportation Services (Pupil Transportation, Travel, Other Transportation Services). -Employer Insurance (Workers Compensation/Unemployment Compensation/Liability Insurance) to protect employer. -Communication -Advertising -Printing and Binding -Other Purchased Services <li style="text-align: right;">-Water/Sewer Service <li style="text-align: right;">-Software License fee <li style="text-align: right;">-On-line Services
400	<p>Supplies & Materials: Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</p> <ul style="list-style-type: none"> -General Supplies -Library Books -Warehouse Inventory Adjustment -Software Package -Textbooks -Periodicals -Energy (Bottled Gas, Oil, Coal, Gasoline, Natural Gas, <li style="text-align: right;">-Other Supplies and Materials
500	<p>Capital Outlay: Expenditures for the acquisition of fixed assets or additions to fixed assets.</p> <ul style="list-style-type: none"> -Land -Buildings (Construction, Remodeling or Additions) -Improvements Other Than Buildings -Equipment (Initial Purchase, Replacement or Additional). Other than Transportation -Transportation Equipment -Construction in Progress -Other Capital Outlay
600**	<p>Other Objects: Amounts paid for goods and services not otherwise classified above.</p> <ul style="list-style-type: none"> -Redemption of Principal -Housing Authority Obligations -Judgments -Miscellaneous Objects <li style="text-align: right;">-Interest <li style="text-align: right;">-Dues and Fees <li style="text-align: right;">-Transfers <li style="text-align: right;">-Student Tuition
700**	<p>Non-Capitalized Equipment: Items that would be classified as capital assets except that they cost less than the capitalization threshold adopted by the school board but more than the \$500 minimum value established for purposes of calculating per capita costs.</p>
800**	<p>Termination Benefits: Payments made to terminated or retiring employees as compensation for unused sick or vacation days. NOT AN ALLOWABLE COST ON GRANT BUDGETS (can be included in the indirect cost amount only).</p>

** New object descriptors are in effect as of July 1, 2008 (FY09) for the LEAs records. The new object descriptors will be available on the 2010 budget templates for federal and state grant programs.

Reference: State and Federal Grant Administration and Policy and Fiscal Requirements and Procedures (updated January 2009) http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.

FY 2010 School Improvement Grant – Section 1003(g)

BUDGET WORKSHEET – SAMPLE ENTRIES

Reference: State and Federal Grant Administration and Policy and Fiscal Requirements and Procedures (updated January 2009) **DETAILED OBJECT DESCRIPTORS AND SUB-CATEGORIES** (see Appendix B and http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf.)

This document has been created to provide assistance with the development of the SIP 1003(g) budget and budget summary. These examples are not inclusive.

Function	Expenditure Accounting	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capitol Outlay**	Other Objects	Non-Capitalized Equipment **
		Obj. 100's	Obj. 200's	Obj. 300's	Obj.400's	Obj. 500's	Obj. 600's	Obj. 700's
1000	Instruction <i>(interaction between teacher and pupil)</i>	Teachers Substitutes Paraprofessionals Tutors Coach	TRS Life Ins FICA Medicare IMRF Medical/Health Ins	Consultant Intervention Spec. Coach <i>(non-district employees)</i> On-line instructional services Licenses for software Workman's Comp. Unemployment Comp	Consumable supplies Classroom library Equipment <\$500 Software (1 st time purchase)	Technology Equipment >\$500 <i>(classroom/student use)</i>		School board threshold for equipment is different than \$500.
2110	Attendance & Social Work Services	Behavior Intervention Spec. Paraprofessional	Related benefits	Contractual non-district employees	Related supplies			
2210	Improvement of Instruction Services <i>(instructional staff/professional development)</i>	Teachers Paraprofessionals School Improvement coordinator (Cost for staff time over and above regular salaries)	Related benefits	Professional development consultants/trainers On-line instructional services Licenses for software	Materials, books, supplies for professional development activities Equipment <\$500 Software	Technology Equipment >\$500 <i>(related to professional development activity)</i>	Fees into professional associations/organizations. NSDC membership fee NSDC on-line staff PD assessment	School board threshold for equipment is different than \$500.
2220	Educational Media Services <i>(Central location – library resource room)</i>	<i>(Staff must link to SIP 1003(g) improvement efforts)</i>	Related benefits	<i>(non-district employees)</i> On-line instructional services Licenses for software	Books Equipment <\$500 Software	Technology Equipment >\$500		School board threshold for equipment is different than \$500.

Function	Expenditure Accounting	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capitol Outlay**	Other Objects	Non-Capitalized Equipment **
		Obj. 100's	Obj. 200's	Obj. 300's	Obj.400's	Obj. 500's	Obj. 600's	Obj. 700's
2230	Assessment & Testing	Assessment specialist Data entry clerk	Related benefits	Assessment specialist Consultant <i>(non-district employee)</i> Licenses for software On-line assessment	Consumable assessment materials/supplies Equipment <\$500 Software	Technology Equipment >\$500 <i>(tied to school improvement processes/project)</i>		School board threshold for equipment is different than \$500.
2300	General Administration	Clerical support for SIP 1003(g)	Related benefits	Workman's Comp Unemployment Comp				
2400	School Administration <i>(building base support)</i>	Clerical support for SIP 1003(g)	Related benefits	Workman's Comp Unemployment Comp				
2550	Pupil Transportation Services			Contractual bus service (Instructional field trips for students)				
2620	Planning, Research, Development & Evaluation Services			Contractual evaluation service of program				
2900	Other Support Services <i>(cannot be classified in preceding functions)</i>							
3000	Community Services	SIP Parent Coordinator	Related benefits	Consultant – parent/community SIP involvement	Materials/supplies (i.e., books, reading/math take home kits)			
4000	Payments to Other Districts and Government Units <i>(does not benefit the fiscal agent)</i>			Consultant (RESPRO/higher education)				

