

ISBE USE ONLY

☐ Regular

ILLINOIS STATE BOARD OF EDUCATION  
System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, IL 62777-0001

ATTACHMENT 1

**DUE DATE**  
**Oct.13, 2015**

SIG16007

FY 2016  
SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)  
DISTRICT APPLICATION COVER PAGE

faxed copies will be accepted. No electronic submissions will be accepted.

## APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Jennifer E. Gill		REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	DISTRICT NCES I.D. # 1737080
TITLE OF AUTHORIZED OFFICIAL Superintendent		SIG 1003(g) PROGRAM CONTACT Shelia Boozer	
DISTRICT NAME AND NUMBER Springfield SD 186		TITLE OF PROGRAM CONTACT Director of Teaching and Learning	
ADDRESS (Street, City, State, 9 Digit Zip Code) 1900 West Monroe, Springfield, IL, 62704-1599		ADDRESS (Street, City, State, 9 Digit Zip Code) 1900 West Monroe, Springfield, IL 62704-1599	
TELEPHONE (Include Area Code) 217-525-3000	FAX (Include Area Code) 217-525-3005	TELEPHONE (Include Area Code) 217-525-3000	FAX (Include Area Code) 217-525-7910
E-MAIL SUPERINTENDENT/AUTHORIZED OFFICIAL jgill@sps186.org		E-MAIL SIG 1003(g) PRIMARY CONTACT sboozer@sps186.org	

2013 DISTRICT FEDERAL ACADEMIC STATUS

## PRIORITY

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

10/13/15  
Date

*Jennifer E. Gill*  
Original Signature of Superintendent/Authorized Official

10/13/15  
Date

*Mike Zimmerman*  
Original Signature of School Board President

ISBE USE ONLY

Date Received

RECEIVED

OCT 13 2015

ILLINOIS STATE  
BOARD OF EDUCATION

Date

Original Signature of ISBE Division Administrator,  
System of Support and District Intervention





**ILLINOIS STATE BOARD OF EDUCATION**  
System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, Illinois 62777-000

ATTACHMENT 4

**FY 2016**  
**SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)**  
**PROGRAM-SPECIFIC TERMS OF THE GRANT AND AGREEMENTS FOR PRIORITY SCHOOLS**

The applicant agrees to the following terms of the grant.

**FEDERAL ASSURANCES**

1. Use its School Improvement Grant (SIG) 1003(g) to implement fully and effectively an intervention in each Tier I and Tier II school, or each Priority school, that the LEA commits to serve consistent with the final requirements
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, and measure progress on the leading indicators in Section III of the Final Requirements in order to monitor each Tier I and Tier II school, or Priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. If it implements a restart model in a Tier I or Tier II school, or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality.
5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools regarding how they can sustain progress in the absence of SIG funding.
6. Report to the SEA the school-level data required under Section III of the Final Requirements.
7. SIG funds cannot supplant non-federal funds or be used to replace existing services.

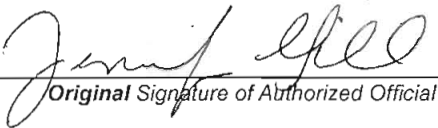
**STATE ASSURANCES**

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 097-0008 (105 ILCS 5/24A-7) no later than the start of the 2014-15 school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Establish a five-year budget for each school identified in the application that does not exceed \$2 million per year.
3. Participate in any program-related evaluations or studies required for participation in this grant.
4. Report other program information required by the Illinois State Board of Education (ISBE) or the U. S. Department of Education (ED).
5. Submit quarterly financial expenditure reports as of September 30, December 31, March 31, and June 30 to ISBE within 20 calendar days after the last day of each quarter.
6. Do not subcontract with any entity without prior written approval of the State Superintendent of Education. See item 6 of the "Certifications and Assurances, and Standard Terms of the Grant" for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
7. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
8. Contact ISBE for approval to add a new or different Lead Partner.
9. Contact ISBE if the principal named in the original application leaves the school and/or district for any reason for pre-approval of the recruitment and selection process for the new principal.

10. Limit administrative costs to five percent of the total budget. Administrative costs include: General Administration - function code 2300, Fiscal Services - function code 2520, and Payments to Other Districts and Governmental Units - function code 4000.
11. 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
12. 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
13. All LEAs and Lead Partners must participate in all evaluation, data collection, and reporting activities conducted by ED and ISBE that include, but are not limited to: participating in on-site reviews conducted by ISBE; participating in designated school improvement activities and technical assistance offered by ISBE; updating annual improvement goals; submitting a revised budget and annual budget summary; submitting quarterly expenditure reports; submitting quarterly progress reports; reporting progress on ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent.
14. The LEA will contract and work with an external provider, hereto referred to as a Lead Partner organization, which it will screen and select from the Approved Partner list on the ISBE website. If the LEA decides to propose an unapproved Lead Partner, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.

Springfield SD 186

\_\_\_\_\_  
Name of Applicant or Entity

By: 10/13/15  \_\_\_\_\_  
Date Original Signature of Authorized Official Superintendent  
Title



**CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT**

Springfield SD 186

*(Insert Applicant's Name Here)*

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): *(Check one)*☐ Individual☐ Corporation☐ Partnership☐ Unincorporated association☒ Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District/School Code, as applicable

510841860250000

The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

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

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

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

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

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

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

**PROJECT**

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

**SUBCONTRACTING**

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

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

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## FINANCIAL TERMS

7. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
8. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
9. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the Illinois State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
10. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at the Illinois State Board of Education of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. The Illinois State Board of Education shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the Illinois State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.
  - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
  - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

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

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

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



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

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

#### **NO BINDING OBLIGATION**

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

#### **COPYRIGHT**

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

#### **DEFAULT AND TERMINATION**

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

#### **INDEMNIFICATION**

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

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



## GENERAL CERTIFICATIONS AND ASSURANCES

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

- (f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to the Illinois State Board of Education should reflect monthly cash needs for the fiscal agent and the joint applicants.
  - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
  - (h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to the Illinois State Board of Education; and
  - (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see Article 28 (105 ILCS 5/28-21) of the <http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=62>

#### DRUG-FREE WORKPLACE CERTIFICATION

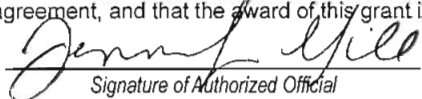
35. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or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

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

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

- (a) Publishing a statement:
  - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
    - (A) Abide by the terms of the statement; and
    - (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- (b) Establishing a drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification

  
 \_\_\_\_\_  
 Signature of Authorized Official  
 Superintendent

\_\_\_\_\_  
 Superintendent  
 Title

10/13/15  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Name of Authorized Official (Type or Print)



**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION  
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR 417 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published in the May 25, 2010 Federal Register (pages 29183-29189). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.**

**CERTIFICATION**

The prospective lower tier participant certifies, by submission of this Certification, that

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

Springfield SD 186

Organization Name

SIG 1003 g

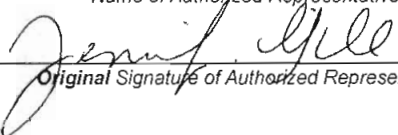
PR/Award Number or Project Name

Jennifer E. Gill

Name of Authorized Representative

Superintendent

Title

  
Original Signature of Authorized Representative

10/13/15  
Date

**Instructions for Certification**

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

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100 North First Street  
Springfield, IL 62777-0001

**CERTIFICATE REGARDING LOBBYING**

The undersigned certifies, to the best of his or her knowledge and belief, that

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

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

Springfield SD 186

Organization Name

Jennifer E. Gill

Name of Authorized Representative

Original Signature of Authorized Representative

PR/Award Number or Project Name

Superintendent

Title

Date



ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

ATTACHMENT 7A

DISCLOSURE OF LOBBYING ACTIVITIES

Directions: Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION

☐ a. Contract ☒ b. Grant ☐ c. Cooperative agreement ☐ d. Loan ☐ e. Loan guarantee ☐ f. Loan insurance

2. STATUS OF FEDERAL ACTION

☐ a. Bid/offer/application ☒ b. Initial award ☐ c. Post-award

3. REPORT TYPE

☒ a. Initial filing ☐ b. Material change ☐ For material change only: \_\_\_\_\_ Year \_\_\_\_\_ Quarter \_\_\_\_\_ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY

☒ Prime ☐ Subawardee, Tier \_\_\_\_\_, if known \_\_\_\_\_ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME

\_\_\_\_\_ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY

7. FEDERAL PROGRAM NAME/DESCRIPTION

\_\_\_\_\_ CFDA Number, if applicable

8. FEDERAL ACTION NUMBER, if known

9. AWARD AMOUNT, if known

\$ \_\_\_\_\_

10a. NAME AND ADDRESS OF LOBBYING ENTITY  
(If individual, last name, first name, MI)

b. INDIVIDUALS PERFORMING SERVICES  
(Including address if different from No. 10a) (last name, first name, MI)

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

11. AMOUNT OF PAYMENT (check all that apply)

\$ \_\_\_\_\_ ☐ Actual ☐ Planned

12. FORM OF PAYMENT (check all that apply)

☐ a. Cash ☐ b. In-kind; specify: nature \_\_\_\_\_ value \_\_\_\_\_

13. TYPE OF PAYMENT (check all that apply)

☐ a. Retainer ☐ b. One-time fee ☐ c. Commission  
☐ d. Contingent fee ☐ e. Deferred ☐ f. Other, specify \_\_\_\_\_

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.

15. ☐ YES ☐ NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16.

Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

ORIGINAL SIGNATURE

PRINT NAME OR TYPE  
Jennifer E. Gill

TITLE  
Superintendent

TELEPHONE NUMBER  
217-525-3000

DATE

10/13/15

### INSTRUCTIONS FOR COMPLETION OF ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

*Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.*

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street  
Springfield, Illinois 62777-000

**CONTINUATION SHEET  
DISCLOSURE OF LOBBYING ACTIVITIES**

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REPORTING ENTITY

Springfield SD 186

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Not applicable.

NOTICE TO ALL APPLICANTS REGARDING

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
Springfield SD 186	510841860250000

Section 427 of GEPA affects all school districts submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries with special needs

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with **SCHOOL IMPROVEMENT GRANT (SIG) – SECTION 1003(g)** requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies

**Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs:**

SPS SD 186 has taken the series of steps to insure the participation of students, teachers and other beneficiaries with special needs. The district has taken measures to insure that a wide assortment of materials including textbooks, technology, learning aids and adaptive technology are available to students of need whenever possible. These materials provide quality learning experiences for students and:

1. Enrich and support the curriculum
2. Provide background information to enable students to make informed judgments and promote critical reading and thinking.
3. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards
4. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist
5. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American Society

In addition, the superintendent recommends a comprehensive curriculum that aligns with:

1. The Illinois Learning Standards
2. Students needs as identified by student achievement data
3. The knowledge, skills, and abilities required for students to become life-long learners
4. The minimum requirements of State and Federal law and regulations for curriculum and graduation requirements
5. The district-wide articulated grade-level curriculum
6. Required State testing

Finally, the superintendent has developed a Curriculum Council to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and material, and to be responsive to social change, technological developments, student needs, and community expectations.



**ILLINOIS STATE BOARD OF EDUCATION**  
 System of Support and District Intervention Division  
 100 North First Street, N-242  
 Springfield, Illinois 62777-000

**FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT (FFATA)**

DISTRICT NAME AND NUMBER/AGENCY/INSTITUTION NAME Springfield SD 186		REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	
FISCAL YEAR <b>16</b>	SOURCE OF FUNDS CODE <b>4339-16</b>	DUNS (9 digit number)** 071418438	PROGRAM NAME School Improvement Grant

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

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

Example of project description: Funds will be used for professional development to train teachers in the use of technology to improve instruction and make Adequate Yearly Progress. In addition, funds will be used to recruit and retain highly-qualified teachers

**Project Description\*:** (255 maximum characters used)

Funds will be used for professional development to increase the effectiveness of our teachers through collaborative teams, instructional leadership coaching, and structured unpacking and repacking of the Illinois Learning Standards. Funds will also be used to provide additional instruction time through the recruitment of highly qualified teachers.

**Agency's Annual Gross Revenues\*:**

☐ Yes ☒ No In the previous fiscal year, did your organization (including parent organizations, all branches, and all affiliates worldwide) receive (1) 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements; **AND** (2) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements? Please select the Yes check box only if both (1) and (2) are answered affirmatively.

If yes, please provide the names and the total compensation package (using the preceding fiscal year's compensations of the top 5 highest paid individuals within your organization, regardless of the funding source\*).

	NAME	TOTAL COMPENSATION
1.		
2.		
3.		
4.		
5.		

\* Required Field \*\* If you do not have a DUNS number, please contact Dun & Bradstreet at [fedgov.dnb.com/webform](http://fedgov.dnb.com/webform)

ISBE 54-25 FFATA (2/14)

**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)  
ANNUAL IMPROVEMENT GOALS AND OBJECTIVES**

Page 1 of 7

DISTRICT NAME AND NUMBER Springfield SD 186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	DISTRICT NCES I.D. # 1737080	SOURCE OF FUNDS CODE 4339 -16
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**Directions - Annual Improvement Goals:** The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

**Example:**

**Goal:** The percentage of ALL students in the Meets/Exceeds Category will increase to \_\_\_\_\_ on the 2017 PARCC.

SIG 1003(g) Goal # <u>1</u> English/Language Arts: The percentage of all students meeting proficiency (e.g. combined Meets/Exceeds categories) will increase by 10% each year on the PARCC Reading Assessment, beginning in year two of the grant cycle (2017) and continuing through year 5 (2020).
---

**Directions - Objectives:** The LEA must provide for each year of the grant, objectives that align with the cited annual improvement goal. (Column 1) The SIG objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objectives are implemented and completed. *See Objective example below.*

Objective (1) (Example)	Measurable Outcome(s) (2) (Example)	Evidence of Improvement or Progress (3) (Example)	Target Date for Completion (4) (Example)	Responsible Entity (5) (Example)
All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	<ul style="list-style-type: none"> <li>100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments.</li> <li>The number of students performing at or above grade level by the end of the year will increase by 20%.</li> <li>100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough data will verify that the minimum number of minutes of instruction is occurring.</li> <li>Content classes will incorporate reading/language arts standards and activities in their classes.</li> <li>The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development.</li> </ul>	Beginning/Middle/End of Year (ongoing)	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Administrators</li> <li>Lead Partner</li> </ul>
Objective # <u>1</u> All students will receive literacy instruction aligned to the district curriculum which is aligned to the NILS.	*100% of students will show growth on local literacy assessments. *100% of teachers will plan and deliver literacy instruction based on the NILS as evidenced by observations, lesson plans, student work, and assessment results.	*Students will show growth on local literacy assessments within each grading period and throughout the year. *Walkthrough and classroom observation data will verify that instruction is aligned to the NILS.	Beginning/Middle/End of Year (ongoing)	*Teachers, *School Administrators, *District Support Staff, *Lead Partner
Objective # <u>2</u> All students will receive scaffolded literacy instruction, using the Gradual Release of Responsibility Model (GRRM).	*100% of students will show growth on local literacy assessments. *100% of teachers will use the GRRM during literacy instruction, as measured by observations, walk-throughs and other collection measures.	*Students will show growth on local literacy assessments within each grading period and throughout the year. *Walkthrough and classroom observation data will verify that teachers are using the GRRM.	Beginning/Middle/End of Year (ongoing)	*Teachers, *School Administrators, *District Support Staff, *Lead Partner
Objective # <u>3</u> All students will receive instruction based on teacher use of formative and summative assessment data.	*100% of students will show growth on local literacy assessments. *100% of students will receive descriptive feedback and will have multiple opportunities to demonstrate learning.	*Students will show growth on local literacy assessments. *Walkthrough and observation data will verify teachers are providing descriptive feedback and multiple opportunities to demonstrate learning.	Beginning/Middle/End of Year (ongoing)	*Teachers, *School Administrators, *District Support Staff, *Lead Partner

ISBE 43-45 FY16 SIG Section 1003(g) (9/15)

DISTRICT NAME AND NUMBER Springfield SD 186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	DISTRICT NCES I.D. # 1737080	SOURCE OF FUNDS CODE 4339 -16
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**Directions - Annual Improvement Goals:** The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

**Example:**

**Goal:** The percentage of ALL students in the Meets/Exceeds Category will increase to \_\_\_\_\_ on the 2017 PARCC.

SIG 1003(g) Goal # 2:
The percentage of all students meeting proficiency (e.g. combined Meets/Exceeds categories) will increase by 10% each year on the PARCC Mathematics Assessment, beginning in year two of the grant cycle (2017) and continuing through year five (2020).

**Directions - Objectives:** The LEA must provide for each year of the grant, objectives that align with the cited annual improvement goal. (Column 1) The SIG objectives should incorporate the intervention model improvement efforts. (Column 2) Identify measurable outcomes that align with the selected interventions. (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools. (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objectives are implemented and completed. *See Objective example below.*

Objective (1) (Example)	Measurable Outcome(s) (2) (Example)	Evidence of Improvement or Progress (3) (Example)	Target Date for Completion (4) (Example)	Responsible Entity (5) (Example)
All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	<ul style="list-style-type: none"> <li>100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments.</li> <li>The number of students performing at or above grade level by the end of the year will increase by 20%.</li> <li>100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough data will verify that the minimum number of minutes of instruction is occurring.</li> <li>Content classes will incorporate reading/language arts standards and activities in their classes.</li> <li>The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development.</li> </ul>	Beginning/Middle/End of Year (ongoing)	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Administrators</li> <li>Lead Partner</li> </ul>
Objective # 1 All students will receive mathematics instruction aligned to the district curriculum which is aligned to the NILS.	*100% of students will show growth on local math assessments. *100% of teachers will plan and deliver math instruction based on the NILS as evidenced by observations, lesson plans, student work, assessment results.	*Students will show growth on local math assessments. *Walkthrough and observation data will verify that instruction is aligned to the NILS. *The quality of lesson plans will improve and incorporate instructional strategies.	Beginning/Middle/End of Year (ongoing)	Beginning/Middle/End of Year (ongoing)
Objective # 2 All students will receive scaffolded mathematics instruction, using the Gradual Release of Responsibility Model (GRRM).	*100% of students will show growth on local math assessments. *100% of teachers will consistently use the GRRM during math instruction as measured by observations, walk-throughs, lesson plans, other measures.	*Students will show growth on local math assessments. *Walkthrough and classroom observation data will verify that teachers are using the GRRM.	Beginning/Middle/End of Year (ongoing)	*Teachers, *School Administrators, *District Support Staff, *Lead Partner
Objective # 3 All students will receive instruction based on teacher use of formative and summative assessment data.	*100% of students will show growth on local math assessments. *100% of students will receive descriptive feedback and will have multiple opportunities to demonstrate learning.	*Students will show growth on local math assessments. *Walkthrough and observation data will verify that teachers are providing descriptive feedback and multiple opportunities to demonstrate learning.	Beginning/Middle/End of Year (ongoing)	*Teachers, *School Administrators, *District Support Staff, *Lead Partner



**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)  
ANNUAL IMPROVEMENT GOALS AND OBJECTIVES**

Page 3 of 7

DISTRICT NAME AND NUMBER Springfield SD 186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	DISTRICT NCES I.D. # 1737080	SOURCE OF FUNDS CODE 4339 -16
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**Directions - Annual Improvement Goals:** The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

Example:

Goal: The percentage of ALL students in the Meets/Exceeds Category will increase to \_\_\_\_\_ on the 2017 PARCC.

SIG 1003(g) Goal # <u>3</u> ; Family and Community Engagement: 100% of school and district personnel will improve engagement through focused activities, job-embedded PD, and implementing a community outreach and communications plan to improve the percentage of all students achieving proficiency on the Math and Reading PARCC assessments by 10% annually, beginning in year 2-5
---

**Directions - Objectives:** The LEA must provide for each year of the grant, objectives that align with the cited annual improvement goal. (Column 1) The SIG objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objectives are implemented and completed. *See Objective example below.*

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> <li>100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments.</li> <li>The number of students performing at or above grade level by the end of the year will increase by 20%.</li> <li>100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction.</li> </ul>	(Example) <ul style="list-style-type: none"> <li>Walkthrough data will verify that the minimum number of minutes of instruction is occurring.</li> <li>Content classes will incorporate reading/language arts standards and activities in their classes.</li> <li>The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development.</li> </ul>	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> <li>Teachers</li> <li>School Administrators</li> <li>Lead Partner</li> </ul>
Objective # <u>1</u> All students will improve achievement when district & school work with staff, parents, and community to develop a SMART goal that addresses family and community needs.	*100% of students will show growth on assessments. *100% of teachers will build relationships with families as evidenced by improved 2-way communication, outreach & learning at home, and/or assessment results.	*Students will show growth on local assessments within each grading period and throughout the year. * Improved attendance, academic, and behavioral data will verify that stakeholders make progress on SMART goals.	"Beginning/Middle/end of year (ongoing)"	Students, Parents, Teachers, School Administrators Lead Partner,
Objective # <u>2</u> All students will improve achievement when district & school actively engage in regular meaningful two-way communication about student progress in home/community language.	*100% of students will show growth on assessments. *100% of teachers will establish a system of 2-way communication evidenced by: report cards phone calls, home visits, newsletters in home/community language.	*100% of students will show growth on assessments. *100% of teachers will establish a system of 2-way communication evidenced by: report cards phone calls, home visits, newsletters in home/community language.	"Beginning/Middle/end of year (ongoing)"	Students, Parents, Teachers, School Administrators Lead Partner, District Staff
Objective # <u>3</u> All students will improve achievement when district & school with the OCI engage stakeholders in a continuous improvement process to increase participation in the school.	*100% of students will show growth on assessments. *100% of teachers will show an increase in family and community engagement participation verified by increased number of participants at events and personal contacts.	Event sign in sheets, agendas, discussion feedback and evaluation data will verify an increase of participation in school events designed to improve student achievement.	Monthly/Ongoing	Students, Parents, Teachers, School Administrators Lead Partner,



**FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)  
ANNUAL IMPROVEMENT GOALS AND OBJECTIVES**

Page 4 of 7

DISTRICT NAME AND NUMBER Springfield SD 186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	DISTRICT NCES I.D. # 1737080	SOURCE OF FUNDS CODE 4339 -16
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**Directions - Annual Improvement Goals:** The LEA must provide for each year of full implementation, as well as the sustainability year (year 5) the grant (FYs 2017-2020) the annual improvement goals for improving student achievement in the identified schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG goals and objectives must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

**Example:**

Goal: The percentage of ALL students in the Meets/Exceeds Category will increase to \_\_\_\_\_ on the 2017 PARCC.

SIG 1003(g) Goal # <u>3</u> ; Family and Community Engagement: 100% of personnel will improve engagement with through focused activities, job-embedded PDt, and implementing a community outreach and communications plan in order to improve the percentage of all students achieving proficiency on the Math and Reading PARCC assessments by 10% annually, beginning in year 2-5.
---

**Directions - Objectives:** The LEA must provide for each year of the grant, objectives that align with the cited annual improvement goal. (Column 1) The SIG objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objectives are implemented and completed. *See Objective example below.*

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) All students will receive a minimum of 60 minutes per day of reading/language arts instruction that is rigorous, aligned to state standards, and differentiated to ensure the growth of the individual student.	(Example) <ul style="list-style-type: none"> <li>100% students will show growth between the Beginning, Middle, and End of Year formative reading assessments.</li> <li>The number of students performing at or above grade level by the end of the year will increase by 20%.</li> <li>100% of weekly lesson plans reviewed will be aligned to key standards, and identify time for differentiated instruction.</li> </ul>	(Example) <ul style="list-style-type: none"> <li>Walkthrough data will verify that the minimum number of minutes of instruction is occurring.</li> <li>Content classes will incorporate reading/language arts standards and activities in their classes.</li> <li>The quality of lesson plans being reviewed will improve and will incorporate effective instructional strategies presented through the job-embedded professional development.</li> </ul>	(Example) Beginning/Middle/End of Year	(Example) <ul style="list-style-type: none"> <li>Teachers</li> <li>School Administrators</li> <li>Lead Partner</li> </ul>
Objective # <u>4</u> All students will improve when personnel and the Council of Continuous Improvement systematically engage families and the community.	*100% of students will show growth on assessments. *100% of teachers will show an increase in family and community engagement participation verified by increased number of participants at events and personal contacts.	-Event sign in sheets, agendas, discussion, feedback and evaluation data will verify an increase of participation in school events designed to improve student achievement.	Monthly/Ongoing	Students, Parents, Teachers, School Administrators, Support Staff, Lead Partner,
Objective # _____				
Objective # _____				



**ILLINOIS STATE BOARD OF EDUCATION**  
System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, Illinois 62777-000

☒ Initial Budget ☐ Amendment (No. \_\_\_\_\_) ☒ LEA Comprehensive Planning Budget  
☐ Revised Initial Budget ☐ Regular ☐ LEA Comprehensive Full Implementation Budget

FISCAL YEAR **16** ☒ **17** ☐  
SOURCE OF FUNDS REGION, COUNTY, DISTRICT, TYPE CODE SUBMISSION DATE  
**4339-16** **510841860250000** **10/13/15**  
DISTRICT NAME AND NUMBER  
Springfield Public Schools 186  
SIG 1003(g) PROGRAM CONTACT  
Jennifer Gill  
E-MAIL ADDRESS  
jgill@sps186.org  
TELEPHONE NUMBER (Include Area Code)  
217.525.3002  
FAX NUMBER (Include Area Code)  
217.525.7910

**FY 2016**  
**SCHOOL IMPROVEMENT GRANT**  
**(SIG) - SECTION 1003(g)**  
**FEDERAL BUDGET SUMMARY**

Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

**Projected Budget**

**Directions:** Please check **FY17** if the LEA is supporting schools who are taking a planning year. Check **16** if not schools are taking a planning year. Prior to preparing this Budget Summary request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016 or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	ISBE USE ONLY		TOTAL (11)
							OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	
1	1000 Instruction	60000	50479	218410	317345			104916	751150
2	2110 Attendance & Social Work Services								0
3	2120 Guidance Services								0
7	2210 Improvement of Instruction Services	226892	119139	135643	39201			15000	535875
8	2220 Educational Media Services	98000	63644	1575	9942				173161
9	2230 Assessment & Testing								0
10	2300 General Administration								0
11	2400 School Administration	65000	42250	1046					108296
13	2520 Fiscal Services	19196	7663						26859
15	2540 Operation & Maintenance of Plant Services			420	118560				118980
16	2550 Pupil Transportation Services								0
18	2570 Internal Services*								0
19	2610 Direction of Central Support Services			456600					456600
20	2620 Planning, Research, Development & Evaluation Services								0
21	2630 Information Services								0
22	2640 Staff Services*								0
23	2660 Data Processing Services*	25000	8879						33879
24	2900 Other Support Services								0
25	3000 Community Services			32400	14899				47299
27	4000 Payments to Other Districts and Governmental Units			100000					100000
29	Total Direct Costs	494088	292054	946094	499947	0	0	119916	2352099
31	TOTAL BUDGET								2352099

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

10/13/15  
Date  
Original Signature of Superintendent or Administrator

Date  
Original Signature of ISBE Division Administrator, System of Support and District Intervention



ILLINOIS STATE BOARD OF EDUCATION

System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, Illinois 62777-000

FY 2016

SCHOOL IMPROVEMENT GRANT

(SIG) - SECTION 1003(g)

FEDERAL BUDGET SUMMARY

Use whole dollars only. Omit Commas  
and Decimal Places, e.g., 2536

Projected Budget

Directions: Please check FY17 if the LEA is supporting schools who are taking a planning year. Check 16 if not schools are taking a planning year. Prior to preparing this Budget Summary request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016 or receipt of a substantially approvable budget request, whichever is later.

<input checked="" type="checkbox"/> Initial Budget	<input type="checkbox"/> Amendment (No. _____)	<input checked="" type="checkbox"/> LEA Planning Budget	<input type="checkbox"/> LEA Full Implementation Budget
<input type="checkbox"/> Revised Initial Budget	<input type="checkbox"/> Regular		
FISCAL YEAR 16 <input checked="" type="checkbox"/> 17 <input type="checkbox"/>	SOURCE OF FUNDS CODE 4339-16	REGION, COUNTY, DISTRICT, TYPE CODE 51-084-186-025	SUBMISSION DATE
DISTRICT NAME AND NUMBER Springfield Public Schools #186		TELEPHONE NUMBER (Include Area Code) 217-525-3002	
SIG 1003(g) PROGRAM CONTACT Jennifer Gill		FAX NUMBER (Include Area Code)	
E-MAIL ADDRESS			

LINE	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1	1000	Instruction								
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services	960	517	100782					102,259
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration								
11	2400	School Administration								
13	2520	Fiscal Services	19196	7663						26,859
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Development & Evaluation Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*	25,000	8879						33,879
24	2900	Other Support Services								
25	3000	Community Services			5,400	7,400				12,800
27	4000	Payments to Other Districts and Governmental Units								
29	Total Direct Costs									
31	TOTAL BUDGET		44,196	17,059	106,182	7400				175,797

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

10/13/15 date *Jennifer Gill* 45,156  
Original Signature of Superintendent of Administrator

Original Signature of ISBE Division Administrator,  
System of Support and District Intervention

Date



☒ LEA Planning Budget

☐ LEA Full Implementation Budget

☒ FY16 ☐ FY17

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)  
LEA DETAILED BUDGET SUMMARY BREAKDOWN

ATTACHMENT 12B

Page 2 of 3

DISTRICT NAME AND NUMBER Springfield Public Schools #186	REGION, COUNTY, DISTRICT, TYPE CODE 51-084-186-025	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE 4339-16	END DATE <input type="checkbox"/> 06/30/2016 <input type="checkbox"/> 06/30/2017
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2210	Ten sub days for Staff PD on parent engagement (NNPS) training-Planning yr	960	517	12					1,489
2210	Standards and assessment consulting with CEC provider at 2200 a day-Planning yr			22,000					22,000
2210	AVID consulting on cultural competency and relevant strands for Elementary-Planning yr			15,525					15,525
2210	AVID consulting on cultural competency and relevant strands for Secondary-Planning yr			15,525					15,525
2210	AVID Elementary Start up year-Planning yr			9,720					9,720
2210	Behavior Intervention Support training with consulting (BIST)-Planning yr			18,000					18,000
2210	Travel-Great Lakes Turn conference and in State Sams project conference -Planning yr			20,000					20,000
2210	PD Materials-Color printer, ink, Projector, Apple TV for training, projector bulb, PD books, chart paper and markers				8,442				8,442
TOTAL		960	517	100,782	8,442				110,701

☒ LEA Planning Budget

☐ LEA Full Implementation Budget

☒ FY16 ☐ FY17

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)

ATTACHMENT 12B

LEA DETAILED BUDGET SUMMARY BREAKDOWN

Page 2 of 3

DISTRICT NAME AND NUMBER Springfield Public Schools #186	REGION, COUNTY, DISTRICT, TYPE CODE 51-084-186-025	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE 4339-16	END DATE <input type="checkbox"/> 06/30/2016 <input type="checkbox"/> 06/30/2017
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2520	District level book keeper at 0.10-Planning yr	19,196	7663						26,859
2660	District level Programmer for SIG projects-Planning yr	25,000	8879						33,879
2610	CEC Contractual services-Planning yr								
3000	Parent engagement services for printing, building rental, and Travel for Learning visit to site council-Planning yr			1200					1200
3000	National Network of Partnership Schools (NNPS) Training with consultants and NNPS school level membership fee-Planning yr			4,200					4200
3000	Parent engagement materials-color printer, ink, supplemental paper, file folders, chart paper, markers and PD books for parent training-Planning yr				7,400				7400
TOTAL		44,196	16,542	5,400	7,400				73,538

**ILLINOIS STATE BOARD OF EDUCATION**  
System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, Illinois 62777-0000

**FY 2016**  
**SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)**  
**FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536**

**Projected Budget**

**ISBE USE ONLY**

PROGRAM APPROVAL DATE AND INITIALS  
TOTAL FUNDS  
CARRYOVER FUNDS  
CURRENT FUNDS  
BEGIN DATE  
END DATE

**ATTACHMENT 12**

**ILLINOIS STATE BOARD OF EDUCATION**  
System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, Illinois 62777-0000

**FY 2016**  
**SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)**  
**FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536**

**Projected Budget**

**ISBE USE ONLY**

PROGRAM APPROVAL DATE AND INITIALS  
TOTAL FUNDS  
CARRYOVER FUNDS  
CURRENT FUNDS  
BEGIN DATE  
END DATE

☒ Initial Budget  
☐ Revised Initial Budget  
☐ Amendment (No. \_\_\_\_\_)  
☐ LEA Comprehensive Planning Budget  
☒ LEA Comprehensive Full Implementation Budget

**FISCAL YEAR** 16 ☒ 17 ☐  
**SOURCE OF FUNDS CODE** 4338-16  
**REGION, COUNTY, DISTRICT, TYPE CODE** 510841860250000  
**SUBMISSION DATE** 10/13/15

**DISTRICT NAME AND NUMBER**  
Springfield SD 186  
**TELEPHONE NUMBER (Include Area Code)** 217-525-3002  
**FAX NUMBER (Include Area Code)** 217-525-7910

**E-MAIL ADDRESS**  
jgill@sps186.org

**Directions:** Please check FY17 if the LEA is supporting schools who are taking a planning year. Check 16 if not schools are taking a planning year. Prior to preparing this Budget Summary request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbook.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbook.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016 or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1	1000 Instruction	1052937	676365	302579	10000				2041881
2	2110 Attendance & Social Work Services	134000	86653	2140					222793
3	2120 Guidance Services								0
7	2210 Improvement of Instruction Services		544466	254852	46722				1803566
8	2220 Educational Media Services	66000	42788	1052					109840
9	2230 Assessment & Testing								0
10	2300 General Administration			105000					105000
11	2400 School Administration	134000	86652	2140					222792
13	2520 Fiscal Services	38392	15325						53717
15	2540 Operation & Maintenance of Plant Services				55000				55000
16	2550 Pupil Transportation Services			25000					25000
18	2570 Internal Services*								0
19	2610 Direction of Central Support Services			874600					874600
20	2620 Planning, Research, Development & Evaluation Services								0
21	2630 Information Services								0
22	2640 Staff Services*								0
23	2660 Data Processing Services*		17758						67758
24	2900 Other Support Services	50000							0
25	3000 Community Services	70596	32916	48827	25400				177739
27	4000 Payments to Other Districts and Governmental Units			499041					499041
29	Total Direct Costs	2503451	1502923	2115231	137122	0	0	0	6258727
31	TOTAL BUDGET								6258727

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

10/13/15  
Date  
Original Signature of Superintendent or Administrator  
Original Signature of ISBE Division Administrator, System of Support and District Intervention

ISBE 43-45 FY16 SIG Section 1003(g) (9/15)



<input checked="" type="checkbox"/> Initial Budget <input type="checkbox"/> Revised Initial Budget		Amendment (No. _____) <input type="checkbox"/> LEA Planning Budget <input checked="" type="checkbox"/> LEA Full Implementation Budget	
FISCAL YEAR 16 <input type="checkbox"/> 17 <input checked="" type="checkbox"/>	SOURCE OF FUNDS CODE 4339-16	REGION, COUNTY, DISTRICT, TYPE CODE 51-084-186-025	SUBMISSION DATE
DISTRICT NAME AND NUMBER Springfield Public Schools #186		TELEPHONE NUMBER (Include Area Code) 217-525-3002	
SIG 1003(g) PROGRAM CONTACT Jennifer Gill		FAX NUMBER (Include Area Code) 217-525-7910	
E-MAIL ADDRESS jgill@SPS186.org			

UNIT	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
1	1000	Instruction								
2	2110	Attendance & Social Work Services								
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services	960	517	118,782	28,442				148,701
8	2220	Educational Media Services								
9	2230	Assessment & Testing								
10	2300	General Administration			105,000					105,000
11	2400	School Administration								
13	2520	Fiscal Services	38,392	15,325						53,717
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services								
18	2570	Internal Services*								
19	2610	Direction of Central Support Services								
20	2620	Planning, Research, Development & Evaluation Services								
21	2630	Information Services								
22	2640	Staff Services*								
23	2660	Data Processing Services*	50,000	17,758						67,758
24	2900	Other Support Services								
25	3000	Community Services			5,400	7,400				12,800
27	4000	Payments to Other Districts and Governmental Units								
29	Total Direct Costs									
31	TOTAL BUDGET		39,352	33,600	230,470	15,842				387,976

*If expenditures are shown, the indirect cost rate cannot be used.	Date	Original Signature of Superintendent or Administrator	Date	Original Signature of ISBE Division Administrator, System of Support and District Intervention
10/13/15		<i>[Signature]</i>	229,182	358472
			87,352	

ISBE 43-45 FY16 SIG Section 1003(g) (9/15)

☐ LEA Planning Budget  
☒ LEA Full Implementation Budget  
☐ FY16 ☒ FY17

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)  
 LEA DETAILED BUDGET SUMMARY BREAKDOWN

ATTACHMENT 12B  
 Page 2 of 3

DISTRICT NAME AND NUMBER Springfield Public Schools #186	REGION, COUNTY, DISTRICT, TYPE CODE 51-084-186-025	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE 4339-16	END DATE <input type="checkbox"/> 06/30/2016 <input type="checkbox"/> 06/30/2017
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2210	Ten sub days for Staff PD on parent engagement (NNPS) training-Implementation yr	960	517	12					1,489
2210	Standards and assessment consulting with CEC provider at 2200 a day-Implementation yr			22,000					22,000
2210	AVID consulting on cultural competency and relevant strands for Elementary-Implementation yr			15,525					15,525
2210	AVID consulting on cultural competency and relevant strands for Secondary-Implementation yr			15,525					15,525
2210	AVID Elementary Start up year-Implementation yr			9,720					9,720
2210	Positive Behavior Interventions and Supports training with consulting (PBIS)-Planning yr			18,000					18,000
2210	Behavior Intervention Support training with consulting (BIT)-Planning yr			18,000					18,000
2210	Travel-Great Lakes Turn conference and In State Sams project conference -Planning yr			20,000					20,000
2210	PD Materials-Color printer, ink, Projector, Apple TV for training, projector bulb, PD books, chart paper and markers				28,442				28,442
<b>TOTAL</b>		960	517	118,782	28,442				148,701

☐ LEA Planning Budget

☒ LEA Full Implementation Budget

☐ FY16 ☒ FY17

FY 2016 SCHOOL IMPROVEMENT GRANT (SIG) - SECTION 1003(g)

LEA DETAILED BUDGET SUMMARY BREAKDOWN

ATTACHMENT 12B

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DISTRICT NAME AND NUMBER Springfield Public Schools #186	REGION, COUNTY, DISTRICT, TYPE CODE 51-084-186-025	DISTRICT NCES I.D. #	SOURCE OF FUNDS CODE 4339-16	END DATE <input type="checkbox"/> 06/30/2016 <input type="checkbox"/> 06/30/2017
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Directions: Prior to preparing this Budget Summary Breakdown request, please refer to the "State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures" handbook that can be accessed at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf). Obligations of funds based on this budget request cannot begin prior to January 1, 2016, or receipt of a substantially approvable budget request, whichever is later.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED SERVICES (5) (Obj. 300s)	SUPPLIES AND MATERIALS (6) (Obj. 400s)	CAPITAL OUTLAY (7) (Obj. 500s)	OTHER OBJECTS (8) (Obj. 600s)	NON-CAPITALIZED EQUIPMENT (9) (Obj. 700s)	TOTAL (11)
2300	Admin costs at 5% put in purchase service-Implementation yr			105,000					105,000
2520	District level book keeper at 0.10-Implementation yr	38,392	15,325						53,717
2660	District level Programmer for SIG projects-Implementation yr	50,000	17,758						67,758
2610	CEC Contractual services-Implementation yr								
3000	Parent engagement services for printing, building rental, and Travel for Learning visit to site council-Implementation yr			1200					1200
3000	National Network of Partnership Schools (NNPS) Training with consultants and NNPS school level membership fee-Implementation yr			4,200					4200
3000	Parent engagement materials-color printer, ink, supplemental paper, file folders, chart paper, markers and PD books for parent training-Implementation yr				7,400				7400
	<b>TOTAL</b>	88,392	33,083	105,400	7,400				239,275



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LOCAL EDUCATION AGENCY (LEA) NARRATIVE

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## 1. Meaningful Family and Community Engagement

Springfield Public School District 186 will develop a family and community engagement system that will provide outreach to all families, engage the community in strong partnerships to support every student's growth, develop processes to address student mobility, support focused academic and social-emotional practices at priority and focus schools. This system will include careful data monitoring to gauge the effectiveness of family and community engagement practices chosen to positively impact student growth. The action committee to address meaningful family and community engagement for the district will be the Council for Continuous Improvement (CCI) which will meet quarterly, and will have representation from, but not limited to, Superintendent or Designee, Lead Providers, On-site Facilitators, Principals, School Engagement Liaisons, Community and Faith-based partners, parents, Board of Education member, Union, NAACP, medical and mental health organizations. The CCI's first major planning year activity will be the development of a comprehensive communication and outreach plan to convey information about the SIG transformation's goals, objectives, process, and progress to all stakeholders including: parents/guardians, school partners, civic and faith-based groups, local businesses.

The inclusion of family engagement strategies in the district and schools is essential to a healthy learning environment. Sustainability will be ensured by a FACE Coordinator supported at the district level to facilitate the work of the CCI and support, monitor and collaborate with schools' family and community engagement systems.

### 1A.a. Outreach with Hard-to-Reach Families

To have successful outreach, especially for hard-to-reach families, it is understood that capacity building is a crucial first step because individuals often lack the knowledge and skills to implement effective family engagement. The CCI's communication and outreach plan will incorporate ideas for high quality job embedded training for all school staff to develop the capacity to work with families effectively based on John Hopkins University National Network for Partnership Schools (NNPS), Action Teams. During the implementation years of the grant, the Lead Partners will support the training by facilitating discussions within the school's PLCs on the knowledge and strategies presented. District and school administration will provide staff with identified training of effective research-based outreach strategies and activities such as; neighborhood walks to share academic materials and meet families in their neighborhoods, Pride Patrols to celebrate student successes with households, home visits and positive phone calls to all families. Such

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outreach will be an opportunity for school staff and families to work together to build relationships, develop common expectations about school, and for all to realize their role in the students' improved academics, behavior, and/or attendance.

**1A.b. Enhancement of Welcoming Environment and Supports for Newcomers**

Researchers have consistently linked residential mobility to lower levels of achievement and negative social outcomes (NELS). A Mobility Committee will be created during the planning year, with members including, but not limited to district and school administrators, school personnel, family members, community partners and lead partners to discuss attendance policies as well as develop clear, data-based interventions to support mobile families. The district will also create a student e-record of academics, behavior, attendance and interventions, using the current district information system, that will travel with students to new schools ensuring informed instruction and interventions are not interrupted beginning in year two of the grant. Also during implementation, the CCI will provide oversight for individual schools through continued meetings on school site procedures and practices in welcoming new staff, parents and students to the school. Individual school orientation guides will be shared for maximum use and newcomer events will be publicized for maximum attendance.

**1A.c. Family Engagement System**

The district, school personnel and members of the Council for Continuous Improvement will review/revise the current Family and Community Engagement system during the planning year, utilizing the *Illinois Family Engagement Framework Guide* and the *John Hopkins University National Network for Partnership Schools* (NNPS), with a focus on engaging more families and members of the community in a continuous improvement process to increase family and community participation in the school. The revised system, reflecting the the Illinois Family Engagement Framework Guide principles, will be implemented during the grant period, with supports including LEA-provided training for school Family And Community Engagement (FACE) Teams. The FACE Teams will have representation from, but not limited to; parents, school staff, and community members, and will support the Family Engagement System in its focus on building welcoming and supportive environments, enhancing communication with families, and including parents in the decision making process to improve student achievement to reach school improvement goals.

**1A.d. 2-Way Communication Enhancement**

The CCI communication plan, developed in the planning year, will include regular ongoing communication with existing district Parent Engagement and Student Roundtables, which has an existing meeting and interaction protocol. In addition, LEA and school

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personnel will create a school-home communication survey to solicit families preferred two-way communication methods; online, paper, phone, text, and create a communication plan using the survey results to reach all families. In the implementation years, the survey results will inform the development of an effective system of regular meaningful two-way communication measured by evidence of parent communications including, but not limited to; report cards phone calls, home visits, school and classroom newsletters that share information that supports student learning and healthy development. District and school personnel will provide professional development to school staff at SIG and other district schools in utilizing the communications methods selected through this process. The district student e-record will also be shared with parents/families three times a year and include academic activities for learning at home. Implementation of this regular meaningful two-way communication system will show progress toward the goal that 100% teachers will show an increase in family and community engagement participation verified by sign ins, communication logs, attendance at school events and parent teacher conferences.

**1A.e. Inclusion of Parents in Decision-Making Process and Regular Public Meetings**

The CCI will coordinate and oversee family and community engagement, and bring stakeholders together for meaningful communication and decision-making around district and school improvement efforts. To maximize representation on the CCI and at district and school meetings there will be intentional outreach during the planning year to all stakeholders of focus and priority schools from district and school personnel via personal invitations. Schools will select a school Engagement Liaison, who will assist staff and families in building effective/strong home/school relationships, provide parents opportunities to fully participate in family and community engagement team, and school level decision-making. The Education Liaison will work in conjunction with the CCI to determine and report the parent and student needs at the school level. The CCI will create a communication plan to include regular ongoing communication about the school improvement process with both the Parent Engagement Roundtable and Student Roundtable. This will be done in a structure that allows for two-way communication with the purpose to gather feedback and decision-making input throughout the grant period and going forward. The Superintendent and or designee will be the person who delivers that key message to these two groups.

**1A. f. Use of Survey, Dialogue and Parent Forums to Gauge Satisfaction and Support**

In the Planning Year the Engagement Liaison will work in conjunction with the CCI to determine and report the parent and community satisfaction and support for schools by asking all stakeholders about the school improvement process via, but not limited to;



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surveys (5Essentials), parent forums and in-person strategies such as home visits and one on one conferences. As implementation begins, the Engagement Liaison will work in conjunction with the CCI to determine and report the parent needs at the school level from data collected from surveys (5Essentials), parent forums and focus groups. The parent liaison may use specific communication strategies such as newsletters, bulletin board notices, social media, email, and the school website, as well as in-person strategies such as quarterly Parent/Community Open Houses and a parent resource room.

**1A.g. Communications Provided in Home/Community Language**

A careful analysis of the language needs of families and communities to make sure communication is available in the first languages of key stakeholders will be addressed in the Planning Year by the CCI. This analysis includes, but is not limited to, district demographics, survey results, and informal information gathering from schools. The information gathered during the Planning Year will direct the CCI to create and provide communications for parents, caregivers, and community in the language(s) of the home and/or community, and district and school personnel. Providing correspondence in home languages will enable regular meaningful two-way communication with families about progress to support student achievement and healthy development.

**1A.h. On-site or accessible Comprehensive Services and Community Partnerships that Promote Family Access to Services**

The CCI will audit each school's access to social/emotional, wellness, physical activity, adult learning, social activities, and other services, as well as the district and school capacity to advertise such services. The Needs Assessment data will be utilized per building to match school needs to available services, and a monitoring and evaluation system will be established in the second year of the grant to ensure that services are effective and attainable. The CCI will update the services catalogue for use by the schools.

**1B. Regular, Frequent Meetings with Parents, Community Members, and Staff to Update on Key Metrics and Progress**

District and school personnel will hold frequent and regular public meetings to engage all stakeholders and will include them in monitoring the progress of the transformation process over the five years. The school Engagement Liaison will discuss school improvement goals and progress at open attendance weekly meetings on site.

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**1C. Person(s) in the LEA Responsible for Oversight and Implementation**

The Family and Community Engagement (FACE) Coordinator, a LEA position, alongside the Lead Partners (CEC and IARSS) is responsible for oversight and implementation of the outreach program. The FACE Coordinator will be a facilitator of the CCI and support, monitor and collaborate with schools' family and community engagement systems. This district employee will be the point of contact for community-based resources and business owners. Additional responsibilities are: establishing quarterly updates on partnerships, collecting and disseminating a calendar of events throughout the school year, assisting schools in building new community partnerships.

**1D. Metrics and Other Data to Measure Success and Fidelity of Implementation**

Metrics and other sources of data that measure the success and fidelity of implementation of the family and community engagement and outreach strategies will be developed and used over the grant period in partnership with the Lead Partners and District personnel. District and school will collect sign-in sheets, agendas, and feedback surveys from school parent/ community events in order to measure the success and fidelity of all family engagement activities. In addition, the 5Essentials surveys completed by parents will be used to review the school progress towards reaching their goals/objectives and provide data for continuous school improvement.

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**4. Alignment of Other Resources to Maximize Funding Impact**

**4A. Planning Year - Year 1**

Springfield School District 186 will assess all revenue sources, personnel, business sponsors and community partnerships to gain a full understanding of its available resources. Grant funds will be used for audits, initial professional development, technology infrastructure, and instructional hardware and software. These are the major one-time costs necessary for successful progress towards the grant goals. This will allow full implementation to occur on the first school day of the first year of implementation. Utilizing SIG funds during the initial year to support one-time purchases and short-term staffing will enable those expenses to be phased out in Year 5. Personnel who are hired with SIG funds will receive training and coaching to ensure internal capacity-building once grant monies have ended (see Appendix 1). The SIG grant is a time-limited resource and will be utilized in the most efficient manner to make a significant return on the invested federal dollars.

**4B. Full Implementation Years - Years 2-4**

The next 3 years of district/school budgets will be based upon the examination of available resources collected and analyzed during the Planning Year. Audits from the Lead Providers will provide guidance on how to reallocate all resources to maximize the impact of the transformation. Transformation implementation activities, additional personnel, and other grant needs will take priority for utilizing SIG grant funds. Title I funds will be utilized as mandated without supplanting, and operate under Full Flexibility granted to SIG schools. State and Federal monies will be allocated based on needs identified in the assessment in Year 1. The district will also investigate ways to spread additional staff expenses across budgets, with as little use of SIG funding for staff positions as possible. Local partners will be sought to help fund parent and community engagement activities. During the Implementation Years, the district and schools will seek other grant funding opportunities that could help to sustain successful elements of SIG initiatives.

**4C. Sustainability Year - Year 5**

As with any grant, the funding period comes to an end. Springfield School District 186 is assured that the grant initiatives do not end also. Sustainability will occur with the use of the following throughout the four prior years: trained coaches whose knowledge and experience will sustain professional development, investment in training of teacher leaders / consulting teachers, distributive leadership practices, and phasing out of staff hired under grant monies.



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**6. Strong Review and Selection of the External Provider(s)**

The LEA used a comprehensive review process, taking into consideration each SIG applicant SEA's particular needs and capacities to arrive at a dual External Provider arrangement, with the two elementary SEAs, Lee and Matheny-Withrow matched with the Consortium for Educational Change (CEC), and Lanphier High School matched with the Illinois Association of Regional Superintendents of Schools (IARSS)

The LEA has had a collaborative relationship with Consortium for Educational Change (CEC) over the past decade that has encompassed professional development/coaching in the areas of teacher evaluation, student growth, assessment design, and work around the New Illinois Learning Standards (NILS) in Mathematics and ELA. CEC brings several unique strengths to SIG work, including their nationally known work around Labor-Management Collaboration that emphasizes building a positive culture for learning, and their experience as lead partner at other SIG schools, which provides a rich forum for cross-pollination of ideas.

CEC frames its work through an inside-out framework for change. CEC believes in a pathway to continuous improvement in the following steps: 1) Establish a Collective Commitment, 2) Diagnose needs, 3) Set Direction, 4) Utilize Collaborative Structures and Processes, 5) Target Support. CEC utilizes a coaching delivery model, believing that building a relationship is as important as content. CEC's Coaching Delivery Model utilizes training, facilitating, mentoring and networking approaches to provide ongoing support for sustainable change. These model components are a "best fit" for Lee School and Matheny-Withrow School needs. The LEA and teachers union had a series of conversations with CEC during the 2014-15 school year. As a result of these conversations, CEC was unanimously selected to become the Lead Partner for Lee School and Matheny-Withrow School.

The LEA, taking into consideration the culture and climate of Lanphier High School (LHS) as well as their previous experience with a 3-year SIG grant, solicited the assistance of the Illinois Association of Regional Superintendents of Schools (IARSS) as the SIG Lead partner for LHS. The most compelling area of interest in selecting IARSS was the sustainability offered through the support of the Regional Office of Education. Another compelling concept was the fact that IARSS was willing to listen and learn about the success of the last SIG grant and build alongside the LHS staff the programs, processes and transformational practices that will enhance the successful programs and utilize knowledge from past high school SIG work that has been successful in other systems, such as Cahokia High School. They bring leadership in working with adult learning and research-based best practices for an individualized program for Lanphier High School.

ILLINOIS STATE BOARD OF EDUCATION  
System of Support and District Intervention Division  
100 North First Street, N-242  
Springfield, IL 62777-0001

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During the selection process, Springfield personnel met with the IARSS representatives to learn about their experiences with SIG and their areas of expertise and high quality, job-embedded professional development models. District representatives visited and observed professional development models established by IARSS, and determined the IARSS would be the ideal Lead Partner for SIG work at Lanphier High School.

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7. LEA Monitoring and Oversight of External Providers

7A. A strong process for how the LEA will regularly monitor the Lead Partner, charter school operator, CMO or EMO, or whole-school reform model developer

**CEC:** As Lead Partner for Lee and Metheny-Withrow, CEC will be mutually accountable for the outcomes of the transformation plan. As such, CEC will be present for data and action reviews of the implementation of the transformation model. In addition, the LEA will develop weekly, monthly, quarterly and annual processes to monitor the Lead Partners, and the LEA and SEA will be included in the on-going evaluation and feedback cycle for CEC staff. An outline of the review process is shown below:

**Weekly:** Meeting between CEC site level staff and SEA building leaders to review weekly progress.

**Monthly:** Meeting between all CEC site level staff, SEA building leaders and LEA representatives to review the scorecard of key metrics of implementation fidelity and outcomes. At this meeting, the team will also review accomplishments and challenges to develop action steps.

**Quarterly:** Meeting between all CEC site staff, SEA building leaders, and LEA representatives to review the scorecard, including student achievement data derived from SMART goals. At this meeting, the team will also review accomplishments and challenges to develop action steps, as well as hold an informal review of individual Lead Partner staff.

**Annually:** Meeting between all CEC site staff, SEA building leaders, LEA representatives for full review of scorecard and formal evaluation of staffing. Establishment of new annual goals and targets.

**IARSS:** IARSS will have an on-site administrator with daily presence at Lanphier High School. Communication from the on-site administrator and IARSS SIG Liaison will take place via weekly progress reports and daily phone calls. Weekly phone conferences will also occur between the Lead Partner and ISBE consultant. Monthly IARSS SIG meetings will occur to monitor the SIG implementation and assess the effectiveness of the Lead Partner. Individual meetings with the Lead Partner will occur with the Superintendent if deemed necessary. At the end of the school year, the agreement with the Lead Partner will be reviewed by the District and School Leadership teams to determine if adjustments need to be made. In addition, the group will ensure that the funding allocated to the Lead Partner will decrease appropriately in order to help the District increase internal capacity for sustaining the initiatives funded by the grant. An annual formal Lead Partner evaluation, developed by IARSS, will include evaluating performances in all SIG required elements.



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**7B. The role and responsibilities of the Lead Partner (or other external provider)**

CEC and IARSS will provide major leadership over ten of the responsibilities listed, as well as providing effective consulting on the additional seven activities.

CEC and IARSS will be responsible for developing & implementing (a) Job-Embedded Professional Development of Faculty and/or Coaches by taking lead responsibility for the school professional learning (development) plan and managing the SIG budget for professional learning (PD). CEC and IARSS will be consulted on all work related to professional development, and will provide or procure ongoing, targeted, data driven professional development aligned with the SIG transformation plan. CEC and IARSS will specifically develop a plan to coach coaches in order to increase individual effectiveness and contribution to the transformation plan. CEC and IARSS will be responsible for monitoring the development and improvement of Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs) with an emphasis on the use of assessment data to drive instructional improvement. CEC and IARSS will also be responsible for developing a plan for (j) Job-embedded professional development/coaching of administrators, formulating a plan to assess leadership competencies and coach school leaders in order to increase individual effectiveness and contribution to the transformation plan. The coaching plan will include support for the development and operation of the School Leadership Team (SLT). CEC and IARSS will directly provide leadership and resources for coaching of school leaders.

CEC and IARSS will support (k) Curriculum alignment and/or mapping with the New Illinois Learning Standards (NILS), and other state standards by providing a curriculum, instruction and assessment audit to inform the design, implementations and refinement of a plan to develop aligned curriculum assessments and instruction based on the NILS, C3, and NGSS standards. CEC and IARSS will provide leadership to develop and implement plans to align standards and will consult with district administration in the development of the PD plan to align curriculum, assessments and instruction with the CCSS and ILS standards. CEC and IARSS will also provide major leadership in the (b) Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments, by providing training and coaching to improve assessment literacy, including the capacity to develop standards-based formative and summative assessments.

CEC will also directly support (i) Development of the Teacher Evaluation System to include a student growth component, by facilitating the development, implementation, and refinement of the Teacher Evaluation System, including assessing the current system,

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and supporting inter-rater reliability. CEC will provide leadership for the refinement of the evaluation system including participation in student growth and Joint Committee meetings.

CEC and IARSS will provide major leadership for efforts to improve (f) school climate and culture. CEC will provide diagnostic services and/or analysis to assess school climate and culture, and provide or procure services in response to the assessment to improve school climate and culture. IARSS has national consultants in the areas of Positive Behavior Interventions and Supports (PBIS) and character education to help lead change in culture and climate at Lanphier High School. These may include, but are not limited to, a behavior intervention plan and cultural competence work. In addition, CEC will provide leadership regarding (g) Parent/Community engagement or outreach and assist in the development of content targeted for families and communities. CEC will provide strategic advice on family & community engagement at the district and school level including the support of the Council for Continuous Improvement. IARSS will provide foundational services at no cost to the grant on Family Engagement and Cultural Competency in efforts to build sustainability.

The (d) Management of transformation office or Coordinator of Teaching & Learning and School Improvement (SIG) will be supervised directly by the LEA. The elementary On-Site Facilitators will either be a district staff member on-special assignment to CEC or a CEC staff member. The role (or function) of the Teaching & Learning and School Improvement (SIG) will be hired or designed based on a mutual agreement between the district and CEC. CEC will also support the transformation effort with the (l) Development and/or implementation of transformation scorecard that is aligned to established SMART goals, leading indicators, implementation fidelity, and other metrics as agreed upon, and will provide leadership to develop and implement transformation scorecard.

CEC will provide strategic leadership for (q) A plan to analyze the cost/benefit of various grant activities that lead to a plan for sustainability after the grant period, including providing strategic advice on process and tools for an annual cost/benefit analysis with a focus on academic return on investment to support sustainability and assistance designing activities to support sustainability and sustainability planning.

In addition to these major leadership responsibilities, CEC will also provide consultation, audits, strategy advice, and link SIG schools to appropriate services in the following areas:

- c. Active participation in hiring of district-funded administrators at the school
- e. Strategy, design, and creation of performance management/communication system

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h. Extended time programming

m. Compensation system reform

n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators

o. Development of an incentive system that identifies and rewards staff based on student achievement and/or graduation rate if applicable.

p. Operational support or training for scheduling

7C. Specific outcome measures related to academic performance, climate/culture, or teacher talent, for which the external partner(s) will be held accountable.

Specific outcome measures will be developed from and aligned to "Measureable Outcomes" and "Evidence of Improvement or Progress" as outlined in Attachment 10 (Goals and Objectives) and 15 (Strategies). Additional measures will be mutually determined between LEA, SEA, and Lead Partner, with goals and targets to be mutually agreed upon annually. As needed, fidelity of implementation measures will be developed as leading indicators of progress on outcome measures.

Outcome measures will include: annual measures of academic performance such as achievement of SMART goal and targets; interim formative assessments and/or common assessments; climate/culture improvement year-to-year on climate measures such as the 5Essentials Survey; academic rigor indicators; and teacher evaluation and student growth scores for schools and individual teachers.



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**8. LEA Monitoring and Oversight of Intervention Implementation**

**8A.a. Monthly Monitoring of the Progress of the School**

The LEA will meet with school leadership, Lead Partners, school staff, the superintendent, and union leadership monthly for the purpose of presenting progress reports based on data that has been collected and analyzed determining the progress of implementation. Strengths, areas of concern, and strategies for improvement will be discussed.

**8A.b. Quarterly Monitoring of the Progress of the School**

The LEA will provide quarterly updates that will include data on student achievement and progress of the implementation of intervention strategies, to the school board, families, and community members. Each school has a member of Instructional Support Services (ISS) that serves as an anchor on the building's Instructional Leadership Team and will facilitate conversations about relative data during bimonthly ILT meetings to help monitor progress and student achievement.

**8B. LEA Accountability of School and Lead Partner**

The LEA will consistently engage with school leadership and the Lead Partners to ensure progress and accountability. The Lead Partners will conduct a monthly progress monitoring visit with teachers, students, parents, community, school administration, union leadership, and district administration. The Lead Partners will collaboratively design visit agendas with the school or LEA that reflect evidence of goals/objectives, supports, and strategies. Progress monitoring data will be managed and displayed to assess indicators of progress toward meeting the objectives and strategies. Targets from priority areas or other areas of concern will be determined and reviewed at future meetings after action plans are created. Feedback from the progress monitoring visits will be shared through a communication plan that includes all stakeholders and will ensure accountability.

**8C. Review of LEA Support to School**

The principal, Lead Partner and school leadership team will engage in a bi-monthly progress monitoring meeting to ensure progress toward goals and as a means for accountability. Key progress monitoring data will be managed and displayed using a dashboard as a management and communication tool. The required SIG Metrics and Expected Improvement document will be utilized as a part of this process. LEA will review the support it provides schools, or accept the review it receives from schools, on a consistent basis. This review will be evidence-based and may be collected by the principal, school leadership, and/or the Lead Partners. The review process will be a part of ILT meetings, which will allow for the building anchor to provide consistent feedback to Instructional Support Services as a means of communicating a review of LEA support.

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**9. Governance, Policies, and Practices**

**9A. Modify Practices, Policies and Structures to Support the School Implementation**

As LEA, the Springfield Public Schools will re-align job descriptions to assign a Superintendent's Cabinet member as the District Teaching & Learning and School Improvement (SIG) Coordinator. The District LEA will provide resources for this position. This coordinator will report directly to the Superintendent and communicate weekly to the entire Cabinet of Directors, including the Director of Teaching and Learning, Director of Secondary Programs, Communications Department, Business Services, School Support Services, Title I office, Special Education (Student Support) Services, and Operations and Maintenance as well as the Board of Education Secretary and the Administrative Assistant to the Superintendent.

**9B. Provide Oversight and Support Through New Governance Structure**

The Coordinator position will be at least 50% directly overseeing the SIG Grant sites, working alongside the two providers (IARSS and CEC), and communicating regularly with ISBE about timelines, budgets, outcomes, and evidence of success. In addition, this position will serve on the District Leadership Team, which works directly with the Center for School Improvement in designing the School Improvement Plan and District Improvement Plan with worthy targets for the entire system.

**9C. Accountability, Decision-making Authority, and Communication Flow**

**9C.a. Organizational Chart (see Appendix 2)**

Attached is an organizational chart for Springfield District 186. Rather than a top down linear chart, this chart is cyclical and represents a flowing and interconnected environment to support teaching, learning and student growth across the system. The organizational chart shows specifically where the support positions and new LEA positions would be positioned. Additionally, an attached chart shows the communication flow between all the positions in the teaching and learning department that will interact with the SIG program (see Appendix 3).

**9C.b. Person Responsible Within the District**

The Coordinator for Teaching and Learning and School Improvement (SIG) will be held accountable to the LEA and the Lead Partner for fully implementing the SIG Transformation Model with fidelity and the outcome measures of academic performance, climate/

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culture, and teacher talent specified in Section 7 of the Transformation Plan. The district is committed to school reform as this position is funded internally.

**9C.c. Person Responsible Within the Lead Partner**

The Onsite Facilitator (CEC) and the Administrator (IARSS) will take responsibility for the SIG work at their respective SEA partner schools. These positions will be responsible for overseeing SIG interventions, and will be in communication with the ILT, CCI, FACE Teams, and the LEA Coordinator for Teaching and Learning and School Improvement (SIG).



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**10. LEA Planning and Implementation Preparation Activities**

The LEA will commit to the following activities, aligned to the LEA timeline and budget, that will ensure that each SEA is able to implement SIG full and on the first day of the first implementation year. First, the LEA will implement a System of Rewards/ Career Ladder-PAR and Teacher Evaluation/Student Growth through the creation of an MOU for PAR Assistance and Review Model. The LEA will choose and begin training with a PAR review panel in the 1st year. Additionally, the LEA will have established a reporting system needed to review district-wide evaluation data.

The LEA will also provide principals and core teams of teachers with PD on a variety of topics, including: AVID, Culturally Relevant Teaching, Cultural Competency, instructional shifts to support the New Illinois Social Science Standards, alignment of curriculum to the NGSS, alignment of IL Learning Standards for fine arts, the new PE/Health Standards, and support for SLO development and assessment. AVID (Advancement via Individual Determination) is steeped in research and practice from internationally recognized thought leaders, in subjects like motivation, student achievement and influence focusing on the four necessary areas to ensure that all students are poised for academic success: Instruction, Culture, Leadership and Systems

In ELA, the LEA will provide PD on how to use the new standards-aligned ELA curriculum guides, mastery maps, and common assessments to plan effective instruction and support to coaches. The Math focus for the LEA will include providing PD on how to use the NCLS that are aligned to the curriculum documents, implement the math practices standards, utilize the three instructional shifts (focus, coherence, rigor), and common assessments to plan effective instruction. The Math Department will provide ongoing support to classroom teachers as needed.

Family and Community Engagement (FACE) efforts by the LEA will increase family participation on surveys to 20% to gather baseline data around family and community needs. All school principals will receive training on the development and membership of FACE team and develop SMART goals using the data, from surveys, parent events, and focus groups. Additionally, the Council for Continuous Improvement will be created at the district level to guide and support the work, and will include school leaders, union, administration, parent groups, business, civic leaders, human service and representatives from the political sector. A mission, visions and values statement will be established to guide monthly meetings .

Other areas to support the SIG work will include the planning of an approval process for all type 2 and 3 assessments to support data-based curriculum development and formative and summative assessments. Additionally, an MOU will be established to

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allow highly effective new teachers to remain in high need schools for no less than 5 year. Also, a District System Fidelity Assessment will be established to collect baseline data on LEA goals and needs for intentional data review in order to implement and assess high-level leadership teams at all levels. Other supports include the creation of an information system to support curriculum and instruction, assessment, MTSS, teacher and principal evaluations and data dashboard that research what type of system we want to meet the needs of the assessment bank and the assessment approval process that will report on the evaluation system. A full-time teaching and learning programming support person will be hired to support SIG work.

To further support culture and climate, the LEA will create a Behavior support team to look at how PBIS, BIST, Culturally Competency and Restorative Practices fit together in a comprehensive system. And finally, to further sustain the work and to build capacity with District and Labor Management, teams will participate in Great Lakes TURN conferences to share their learning.

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**11. Sustainability**

**11A. Annual Process**

Sustainable changes must have a strong, yet flexible theory of action that can be evaluated, monitored, and modified over time based on lessons learned and changing conditions. The Lead Partner can help the LEA develop a sustainability planning and review process that will take place during an annual review. The sustainability planning framework encompasses three areas: Progress Monitoring, System Impact and Prioritization, and Action Planning. At the end of each framework cycle, the LEA and Lead Partner will communicate with teachers, administrators, parents, service providers, community partners, policymakers, and other stakeholders using a clearly defined stakeholder communication and feedback loop (see Appendix 4). In addition, feedback from these groups will be utilized for Action Planning focused on long-term sustainability.

The Progress Monitoring element is explained in great detail in the answer to Question 8 (LEA Monitoring and Oversight of Intervention Implementation) above, and will include monthly meetings of school, district, and union leadership, along with CEC, to share progress based on detailed data analysis of quantitative and qualitative data on teacher effectiveness, student learning, school climate, and parent engagement. On a yearly basis, the Progress Monitoring data will be compiled and analyzed by the SIG Sustainability Committee specifically with respect to System Impact and Prioritization and Action Planning, with particular focus given to those areas in the third and fourth year of the grant, in preparation for the Sustainability year.

This is a comprehensive process to analyze qualitative and quantitative data in the areas of school climate, academic and social interventions (see Appendix 5). This analysis allows the LEA and Lead Partner the opportunity to identify the teacher and student supports which are defined by the SIG initiatives.

**11B. Inclusion of specific elements:**

**11B.a. A cost-benefit analysis and return on (academic) investment:**

Analyzing the inputs and outputs, personnel and non-personnel of each initiative enables the LEA, CEC and IARSS to identify the system and cost impact. System Impact and Prioritization analysis with Strategic Planning allows the LEA and Lead Partner the ability to evaluate building staff capacity and prioritize the academic return on investment (See Appendix 6). This analysis is an annual task.



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**11B.b. Building staff capacity:**

Through this programmatic review, each academic and social intervention, support, initiative, personnel and non-personnel investment will be assessed to determine the number of students served, academic gain, level of impact, cost analysis and level of staff capacity (See Appendix 7). CEC was chosen as lead partner for Lee and Matheny-Withrow in part because of the organization's commitment to building capacity at the school and district level by using a train-the-trainer model, effectively implementing Professional Learning Communities, and other strategies. Progress monitoring will include analysis of the success of these efforts at building staff capacity to sustain changes beyond the grant period. IARSS was chosen as lead partner for Lanphier High School due to their experience with supporting high schools with SIG and for the existing relationship between the ROE and the District before and after grant funding ends.

**11B.c. Repurposing staff:**

Analysis of yearly progress data will include a specific examination of how staffing impacts SIG implementation. Considering the return on investment of various positions or scheduling variations will be an essential element of System Impact analysis, and the Action Planning process will specifically consider how other funding sources or FTE allotments can be used to sustain effective staffing or alter ineffective staffing.

**11B.d. Resource reallocation:**

Through the cost-benefit analysis described above, the SIG team will determine which resources will need to be sustained through other funding sources after the SIG grant. In addition, ineffectively deployed resources may be reallocated to support more effective elements of SIG implementation.

**11B.e. Re-evaluating Partner agreements:**

The LEA and Lead Partner will review and re-establish the roles and responsibilities and decision-making authority of both entities to ensure clear expectations and responsibilities are established. To re-evaluate the partner agreement and MOU on a yearly basis will ensure clear expectations are set for both the LEA and Lead Partner.

**11B.f. Incorporating meaningful stakeholder engagement (policy makers, service providers, community partners, parents, and families):**

To ensure stakeholder engagement and capacity building, all three areas of the Sustainability Planning Framework require a communication plan and a school stakeholder feedback loop. The development of a SIG Sustainability committee made up of teachers,

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administrators, district staff, service providers, community partners, parents, families and policy makers will ensure meaningful stakeholder engagement toward action planning. The committee will meet yearly to make sustainability recommendations to the LEA and Lead Partner based on the Sustainability Planning Framework analysis.

**11C. Final Year Activities & 11D. How Anticipated Activities Will Achieve Sustainability**

Sustainability planning begins on the first day of receiving the SIG award. Programs or activities that remain financially viable and within staff capacity, and that produce optimal returns in student gains considering the expenditures will be continued. The Lead Partner in each SEA will initiate a gradual release of responsibility, focusing on building the capacity of staff, while having an on-site presence weekly to support the LEA during this transition. The following activities are anticipated to be undertaken or continued during the sustainability year to achieve the sustainability of effective interventions, but Springfield School District will only continue programs or activities that can effectively and sustainably implemented after the loss of SIG funds, while also considering what has had the greatest impact on student achievement.

**Leadership:** Teacher and Principal Evaluations, SAMS, CLASS, Induction and Mentoring System, Peer Assistance and Review, Nationally Board Certified Teachers, Teacher Leaders, Shared and Distributive Leadership

**Teaching and Learning:** Professional Learning Communities, Job-embedded Professional Development, Assessment System including Common Formative and Summative Assessments, Summer School

**Non-Academic Support:** BIST, PBIS, Data Collection System, Restorative Practices, 21st Century Learning Environment

**Family and Community Engagement:** Neighborhood Walks, Effective Communication Loop, Home Visits, Parent Educator, Council for Continuous Improvement

**11E. How the District intends to maximize the reduced funding to sustain and institutionalize school reforms and improved student achievement.**

The analysis of Progress Monitoring and System Impact data outlined above will provide a roadmap for the LEA to effectively deploy its resources to sustain and institutionalize the improvements seen during the grant period. During the final year, the reduced funding will be used specifically to extend and support specific elements of the grant that show excellent return on investment, but that aren't yet self-sustaining. Special attention will be paid to planning long-term support for these program elements, either in the form of resource reallocation, new resource development, or the development of staff capacity.

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Appendix

Bibliography

Additional Documents

- Five-Year Timeline of Activities
- Model-Specific Requirements Checklist
- Consortium for Educational Change Resources
- MOU

Sign-in Sheets



## APPENDIX

1. Springfield School District SIG-funded Positions Overview
2. Springfield School District Organizational Chart
3. Springfield School District Communication Flow
4. Steps to Sustainability
5. SIG Metrics
6. Sustainability Analysis
7. Personnel/Non-Personnel Investment

## Appendix 1

### Springfield School District SIG-funded Positions Overview

Coordinator of Teaching & Learning and School Improvement (SIG)

#### DUTIES AND RESPONSIBILITIES:

- Supports grant administration in collaboration with the District Leadership, School Principals, and Lead Partners.
- Serves as a liaison and point of contact between the Lead Partners, school(s) and district to aid communication.
- Provides relationship management with ISBE related to 1003(g) SIG.
- Provides coordination of logistics for SIG-related professional learning/development activities.
- Supports consistent, systematic, focused and responsive monitoring of SIG, including the systemic collection and analysis of student performance data.
- Supports development of quarterly update to the Board of Education and Council for Continuous Improvement
- Works collaboratively with District Leadership, School Principals, Center for School Improvement and Lead Partners to support meeting the ISBE 1003(g) SIG requirements regarding planning, implementation, monitoring, and communicating progress of School Transformation Model.
- Maintains documentation of compliance activities and identifies compliance issues that require follow-up or investigation.
- Develops and coordinate process for quarterly reports required by ISBE.
- Coordinates progress monitoring and visits activities as requested or required by ISBE.
- Monitors progress of School Transformation Model timeline activities.
- Disseminates written policies and procedures related to compliance activities.
- Prepares and ensures completion of monthly time/effort reports

Bookkeeper – School Improvement Grants (SIG)

Responsibilities:

- Work with School Improvement Coordinator and school principals in developing and amending annual budgets.
- Works with School Improvement Coordinator to complete ISBE IWAS application and budget requirements
- Ensures proper payment of ISBE 1003(g) SIG expenditures
- Maintain records, prepare and submit all required Illinois State Board of Education reports and make sure they meet all state and federal guidelines
- Cooperates with Lead Partners to reconcile monthly invoices
- Review bi-weekly payroll expenses for accuracy.
- Review and code all purchasing requisitions and vendor payments for accuracy and to ensure expenditures are charged to the correct budget codes
- Review all deposits of grant funds for accuracy.
- Maintain grant funded inventory records.

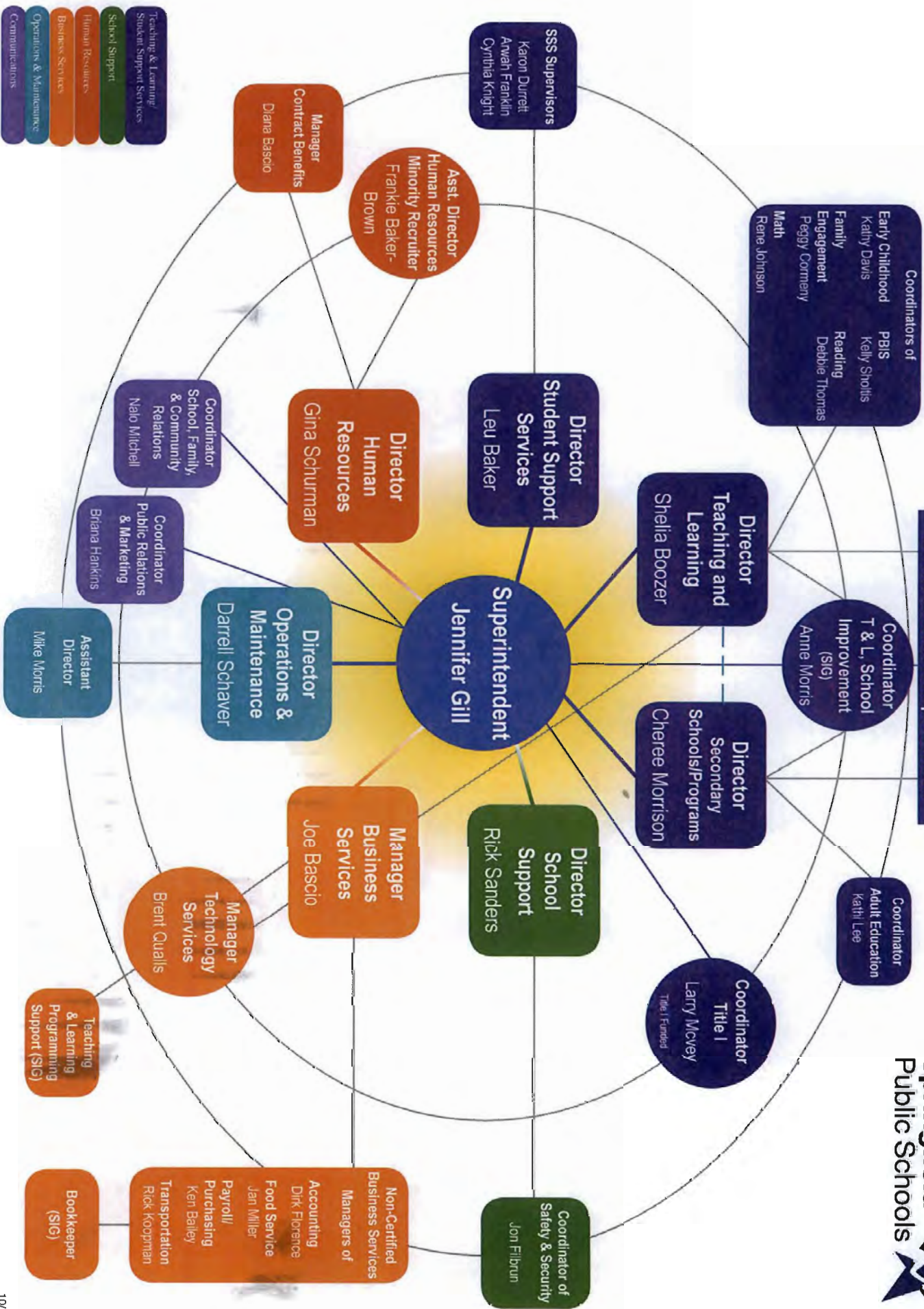
## LEA (SIG) Programmer Job Duties:

- \* Plan and develop detailed programs, programming procedures and instructions, which will support curriculum, instruction, assessment, teacher evaluation, student growth tracking, and multi-tiered support systems.
- \* Develop systematic monitoring for program effectiveness and progress monitoring of LEA and school level goals, objectives and strategies.
- \* Analyze, modify and revise established programs to adapt to changes in needs and requirements as the District action plans
- \* Develop and apply crosschecks and auditing procedures to assure accuracy and reliable practices.
- \* Train the training staff on the proper and intended usage of the software, which will help them design end-user documentation and work closely with the Data and Technology Coaches.
- \* Provide 2<sup>nd</sup> level technical support to the first-level support staff in solving problems and addressing needs systems integration for information technology assets
- \* Providing first-level and sometimes further support for the above systems working with lead partners and outside vendors as needed.



# Appendix 2

**SIG Lead Partners CEC/IARSS**  
**Center of School Improvement**



## Appendix 3

## Springfield Public School Communication Flow

Superintendent	Communicates with the Board of Education, Cabinet, Council for Continuous Improvement, Parent Roundtable and Student Roundtable
Director of Teaching and Learning	Communicates the Teaching and Learning Team (Subject area coordinators) Instructional Support Services (Entire teaching and learning department), Principals, and the District Leadership Team (DLT)
Director of Secondary Programs	Communicates the Teaching and Learning Team (Subject area coordinators) Instructional Support Services (Entire teaching and learning department), Principals, Assistant Principals, Deans, Interns and the District Leadership Team (DLT)
**Coordinator for Teaching and Learning and School Improvement (SIG)	Communicates with the DLT, ILTs and Face Teams at the SIG schools, SIG School Onsite Facilitators / Administrators, Lead Partners, ISBE SIG department, and Superintendent's Cabinet. <i>* Responsible for overseeing and monitoring interventions of the SIG grants.</i>
Center for School Improvement	Communicates with the DLT, Teaching and Learning Team and Instructional Support Services Team.
Lead Partners CEC / IARSS	Communicates with the Coordinator for Teaching and Learning and School Improvement (SIG), SIG Onsite Facilitators / Administrators, and ISBE SIG Division, School Level administration
** Onsite Facilitator (CEC) Administrator (IARSS)	Communicates with the ILT (School Level), Council for Continuous Improvement, FACE Teams (School level), Center for School Improvement, Lead Partners and Coordinator for Teaching & Learning and School Improvement (SIG) <i>*Responsible for overseeing SIG interventions within the lead partner</i>
Council for Continuous Improvement	Communicates with the community, Coordinator for Teaching and Learning and School Improvement, School Onsite Facilitators / administrators, Coordinators for SIG and the District Leadership Team
Teaching and Learning Team	Communicates with subject area coordinators and ILT's and teachers
Instructional Support Services Team	Communicates with ILT's and teachers
District Leadership Teams	Communicates with Principals, ILTs at school sites, and Superintendent's Cabinet
Instructional Leadership Teams	Communicates with the teachers within the schools, the DLT, the Director of Teaching and Learning, the Director of Secondary Programs, SIG School Onsite facilitators / administrators, and the Coordinator for Teaching and Learning and School Improvement (SIG)
FACE Teams	Communicates with District Coordinator for Family Engagement (FACE) and Engagement Liaisons .. (SIG)
Student Board Member	Communicates with the Superintendent, the Student Roundtable, students from across all three high schools, and the Parent Roundtable (2 times a year).
Superintendent's Parent Roundtable	Superintendent communicates with parents from across school sites in an open two-way platform. SIG Grant schools will ask for a representative.
Superintendent's Student Roundtable	Superintendent communicates with cohorts of students from all three high schools in a two way platform. Twice a year they meet with the Parent Roundtable



## Appendix 4

SIG STEPS TO SUSTAINABILITY		Notes
Year	TO DO	
1	1. Meet with District Leadership Team and School Leadership Team and review SIG Sustainability Planning Process facilitated by CEC and their role in the process.	
	2. Meet with Council for Continuous Improvement Team to discuss Sustainability Planning and their role in the process.	
	3. Develop Communication Plan (Teachers, Students, Parents, BOE, Union and Community)	
	4. Gather data quarterly on SIG Metrics, personnel investment, non-personnel investment, and SEA strategies	
	5. Year end: Identify Personnel and Non-Personnel SIG investment, identify Teacher/Student Supports	
2	1. Gather data quarterly on SIG Metrics, personnel investment, non-personnel investment, and SEA strategies	
	2. Year end: Identify Personnel and Non-Personnel SIG investment, identify Teacher/Student Supports, Identify strategies to preserve or abandon and funding source	
	3. Communicate with Stakeholders (Teachers, Students, Parents, Community)	
3	1. Gather data quarterly on SIG Metrics, personnel investment, non-personnel investment, and SEA strategies	
	2. Year end: Identify Personnel and Non-Personnel SIG investment, identify Teacher/Student Supports, Identify strategies to preserve or abandon and funding source	
	3. Communicates with Stakeholders (Teachers, Students, Parents, BOE, Union, Community)	
4	1. Gather data quarterly on SIG Metrics, personnel investment, non-personnel investment, and SEA strategies	
	2. Year end: Identify Personnel and Non-Personnel SIG investment, identify Teacher/Student Supports, Identify strategies to preserve or abandon and funding source	
	3. Communicates with Stakeholders (Teachers, Students, Parents, BOE, Union, Community)	
5	1. Gather data quarterly on SIG Metrics, personnel investment, non-personnel investment, and SEA strategies	
	2. Year end: Identify Personnel and Non-Personnel SIG investment, identify Teacher/Student Supports, Identify strategies to preserve or abandon and funding source	
	3. Communicates with Stakeholders (Teachers, Students, Parents, BOE, Union, Community)	
	4. Submit to BOE and ISBE	

**Boldfaced metrics are federally required others are state or local**

## Appendix 5

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School		Year 1	Year 2
Student Behavior and Climate Analysis	Chronic Absenteeism Rates		
	Discipline Incidents		
	Drop Out Rates		
	5 Essential Survey, Climate Culture Indicators		
Advanced Course Analysis	AP, IB Rates and/or Advanced Math		
	Dual Enrollment Courses		
	9th Grade on Track (Illinois State Course System)		
	10th-11th Grade On-Pace ( Illinois State Course System)		
Teacher Talent	Distribution of Teachers' Professional Practice Levels		
	Distribution of Teachers' Student Growth Levels		
	Distribution of Teachers' Performance Levels		
	Teacher Attendance Rate		
Student Outcomes	5 Essential Survey Academic Rigor Indicators		
	High School Graduation Rate or Pass Rate		
	College Enrollment Rate		
	Percentage of Limited English Proficient students who attain English language proficiency on the annual state English Language Proficiency Assessment		
Student Achievement	Formative Assessments, Quarterly/Semester Common Assessments		
	Interim Assessments Growth (Type II)		
	ACT		
	PARCC Assessment		
Other Metrics	% of students at or above proficiency in reading/language arts and mathematics		
	% of student participation rate on state assessments in reading/language arts and mathematics		
	5 Essential Survey, Leadership Indicators		
	# of minutes in the school year		
Other Metrics	Type of Extension (extended day, week, year, etc.)		
	Intervention Model		
	AYP Status		
	Which AYP Targets the school met or missed		



## Sustainability Analysis

Strategy			
Total Cost (SIG Funded or District Funded?)			
Funding Source Year ____			
Input-Resources In (What did it take to initiate?)			
Output-Product Out (What is the outcome?)			
High Academic Gain/High Cost (Yes/No)			
Low Academic Gain/High Cost (Yes/No)			
Low Cost/Low Academic Gain (Yes/No)			
High Academic Gain/Low Cost (Yes/No)			
PD Provided			
Strengths			
Challenges			
Teacher Support (Y/N)			
Student Support (Y/N)			
Data Evidence of Effectiveness			
Teacher Ranking (Priority)			
Preserve/Abandon Initiative or Strategy			

NON-PERSONNEL INVESTMENT				
Strategy				
Category (Professional Services, PD, Supplies, Technology, Other)				
Year				
Description				
Vendor				
Total Cost				
Breakdown (If Applicable) - Salary				
Benefits				
Insurance				

Personnel Investment				
Position				
Description				
Personnel				
Cost in SIG				
Actual Cost				
Benefits				

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## ADDITIONAL DOCUMENTS

Five-year Schedule of School Activities

Model-Specific Requirements Checklist

Matheny-Withrow Elementary School

Consortium for Educational Change Resources

MOU

LEA Timeline					
Implementation Preparation Activities	Year 1: Available Grant Period	Year 2: Implementation	Year 3: Implementation	Year 4: Implementation	Year 5: Sustainability
System of Rewards-Career Ladder –Peer Assistance and Review (PAR)	<ul style="list-style-type: none"> <li>The district will create an MOU for a Peer Assistance and Review Model.</li> <li>The district will choose and begin training with a PAR review panel.</li> <li>Consulting teachers will receive Growth Through Learning Evaluation Training</li> </ul>	<ul style="list-style-type: none"> <li>The PAR Panel will begin to hear cases for teachers on Professional Development Plans and Remediation.</li> <li>Training will continue.</li> <li>Teachers with Excellent or Proficient ratings will have the opportunity to become consulting teachers and be trained to support teachers on professional development plans or remediation plans.</li> <li>The district and SIG schools and the union will review and make changes to the MOU.</li> </ul>	<ul style="list-style-type: none"> <li>PAR Panel will continue to hear cases for teachers on Professional Development Plans and Remediation.</li> <li>Consulting teachers will support all teachers on plans.</li> <li>Consulting teachers will receive Growth Through Learning Evaluation Training.</li> <li>The district and SIG schools and the union will review and make changes to the MOU.</li> </ul>	<ul style="list-style-type: none"> <li>PAR Panel will continue to hear cases for teachers on Professional Development Plans and Remediation.</li> <li>Consulting teachers will support all teachers on plans and begin to support first year teachers.</li> <li>Consulting Teachers will begin to give informal feedback to teachers through the evaluation system that could be used on evaluations.</li> <li>The MOU is bargained to become language in the contract.</li> </ul>	<ul style="list-style-type: none"> <li>PAR Panel will continue to hear cases for teachers on Professional Development Plans and Remediation.</li> <li>Consulting teachers will support all teachers on plans and support first year teachers.</li> <li>Consulting Teachers will give informal feedback to teachers through the evaluation system that could be used on evaluations.</li> </ul>

Teacher Evaluation/Student Growth	<ul style="list-style-type: none"> <li>Research what kinds of reporting systems are needed to meet the needs of the SIG schools in regard to evaluation, discipline, intervention and academic reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Build the reporting system on the district information system.</li> </ul>	<ul style="list-style-type: none"> <li>Use an approved evaluation tool to make decisions about professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Data from district evaluations will be used to make future decisions about professional development and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Data from district evaluations will be used to make future decisions about professional development and employment.</li> </ul>
Instructional Alignment (Standards)					
Social Science	<ul style="list-style-type: none"> <li>The social science department will provide principals and a core team of teachers with PD on the new IL Social Science Standards.</li> <li>The PD will focus on the instructional shifts required by the new standards and connections to the IL ELA standards.</li> </ul>	<ul style="list-style-type: none"> <li>The social science department will lead principals and teachers in a process to deconstruct the social science standards and begin aligning instruction to the standards.</li> </ul>	<ul style="list-style-type: none"> <li>The social science department will revise curriculum guides to reflect the new social science standards and integration with ELA standards.</li> <li>PD on how to use the revised curriculum guides will be provided to principals and teachers using a trainer-of-trainer model.</li> </ul>	<ul style="list-style-type: none"> <li>The social science department will lead teacher teams in developing a common assessments aligned to the social science standards.</li> </ul>	<ul style="list-style-type: none"> <li>The District Social Science Teacher Instructional Leaders will provide ongoing support to teachers as they use the curriculum guides and common assessments to guide instruction.</li> </ul>
Science	<ul style="list-style-type: none"> <li>The Science department will provide PD on</li> </ul>	<ul style="list-style-type: none"> <li>The Science department will provide PD to science</li> </ul>	<ul style="list-style-type: none"> <li>The Science department will provide PD, focused on how to use formative</li> </ul>	<ul style="list-style-type: none"> <li>The Science department will provide ongoing PD to science facilitators and</li> </ul>	<ul style="list-style-type: none"> <li>The Science department will continue to support</li> </ul>

	<p>how to use the NGSS that are aligned to the curriculum documents and common assessments to plan effective instruction.</p> <ul style="list-style-type: none"> <li>The Science department will provide support to classroom teachers as needed.</li> </ul>	<p>facilitators and department chairs that will be focused on the Gradual Release of Responsibility</p> <ul style="list-style-type: none"> <li>The Science department will provide support to classroom teachers as needed.</li> </ul>	<p>assessment to guide differentiated instruction, to science facilitators and department chairs.</p> <ul style="list-style-type: none"> <li>The Science department will provide support to classroom teachers as needed.</li> </ul>	<p>department chairs on how to use data to differentiate instruction.</p> <ul style="list-style-type: none"> <li>The Science department will provide support to classroom teachers as needed.</li> </ul>	<p>science facilitators and department chairs in providing PD to support teachers moving forward in order to meet the needs of all students.</p>
Fine Arts	<ul style="list-style-type: none"> <li>The Fine Arts Department will provide PD to all staff on using the Illinois Learning Standards, focusing on the alignment of curriculum guides for effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The Fine Arts staff will provide PD to all staff to review common assessments and the alignment of these assessments to the Illinois Learning Standards.</li> <li>Begin study on Gradual Release of Responsibility Model.</li> </ul>	<ul style="list-style-type: none"> <li>The Fine Arts Department will provide PD to all staff with a focus on the Gradual Release of Responsibility Model and differentiating instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The Fine Arts Department will provide PD to all staff on using the data from common assessments to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The Fine Arts Department will continue to support all staff by providing ongoing PD as curriculum guides are revised and common assessments are used to guide instruction.</li> </ul>
PE/Health	<ul style="list-style-type: none"> <li>The PE/Health Department will continue to provide PD on the new PE/Health Standards as they apply to each grade level.</li> <li>Both</li> </ul>	<ul style="list-style-type: none"> <li>The PE/Health department will continue with PD to ensure each syllabus and backward planning modules align with the IL Standards and Common Core.</li> <li>PD will continue with the additional SLO. Fitness Gram will be fully</li> </ul>	<ul style="list-style-type: none"> <li>The PE Department will review current grading practices and suggest an updated rubric, if applicable.</li> <li>The Health Department will develop common assessment relative to both required SLO's.</li> </ul>	<ul style="list-style-type: none"> <li>The PE Department will continue with PD on assessing data derived from Fitness Gram and establish practices to ensure daily lesson designs address areas of strengths/weaknesses for all students.</li> <li>The Health Department</li> </ul>	<ul style="list-style-type: none"> <li>The PE/Health Department will continue to provide PD and opportunities for collaboration as we continue to work with all teachers. Specifically, the District will expect each teacher to</li> </ul>



	<p>departments will continue efforts to produce/implement/review a second SLO assessment.</p> <ul style="list-style-type: none"> <li>The PE department will continue assessing grades 4-11 using Fitness Gram.</li> <li>The PE Department will assess the current opportunity for contract PE in conjunction with the local YMCA sites.</li> </ul>	implemented with grades 4-12.		<p>will review/update SLOs, teaching unit for AED instruction and the course syllabus.</p> <ul style="list-style-type: none"> <li>The department will also focus on opportunities for students to integrate self-actualization as part of their assessment.</li> </ul>	<p>establish a course and work with students to provide individual goals.</p> <p>The department will also focus on opportunities for students to integrate self-actualization as part of their assessment.</p>
ELA	<ul style="list-style-type: none"> <li>The literacy department will provide PD on how to use the new standards-aligned ELA curriculum guides and common assessments to plan effective instruction. The District Literacy Teacher</li> </ul>	<ul style="list-style-type: none"> <li>The literacy department will provide PD to all literacy coaches and English department chairs using a trainer-of-trainer model.</li> <li>This PD will be focused on increasing the effectiveness of reading workshop and will include such topics as the Gradual Release of Responsibility Model and differentiating</li> </ul>	<ul style="list-style-type: none"> <li>The literacy department will provide PD, focused on how to use formative assessment to guide small group differentiated word solving and comprehension instruction during the reading workshop, to all literacy coaches and English department chairs.</li> <li>The District Literacy Teacher Instructional</li> </ul>	<ul style="list-style-type: none"> <li>The literacy department will provide ongoing PD to all literacy coaches and English department chairs on how to use data to differentiate instruction within the reading workshop.</li> <li>The District Literacy Teacher Instructional Leader (TIL) will provide 1:1 support to individual coaches as needed.</li> </ul>	<ul style="list-style-type: none"> <li>The literacy department will continue to support all literacy coaches in providing PD and support to new teachers as well as continuing to work on forward movement with all teachers.</li> </ul>

	Instructional Leader (TIL) will provide 1:1 support to individual coaches as needed.	instruction to meet the needs of individual learners. • The District Literacy Teacher Instructional Leader (TIL) will provide 1:1 support to individual coaches as needed.	Leader (TIL) will provide 1:1 support to individual coaches as needed.		
Family and Community Engagement	<ul style="list-style-type: none"> <li>District and school personnel will increase family participation of a parent surveys (5Essentials) to at least 20% to create a baseline of family and community needs.</li> <li>All school principals will receive training on development and membership of F.A.C.E. team and will in collaborations with F.A.C.E. team develop a SMART goal using data from surveys, parent events, and focus groups that addresses identified family</li> </ul>	<ul style="list-style-type: none"> <li>District F.A.C.E. and Title I personnel will provide support and monitor schools to increase family participation of a parent survey (5Essentials) to reach over 20%.</li> <li>District F.A.C.E. and Title I personnel will provide PD to F.A.C.E. teams to develop a SMART goal aligned to district and school improvement to meet the needs of families.</li> <li>F.A.C.E. and Title I will provide quarterly team building training based on National Network for Partnership Schools, (NNPS) for all school Family And Community Engagement (F.A.C.E.) Teams to increase parent and community members (5-8 family members and 2</li> </ul>	<ul style="list-style-type: none"> <li>F.A.C.E. and Title I will monitor and support all school F.A.C.E. teams in developing SMART goals, that schools are part of the National Network for Partnership Schools (NNPS) and that they submit their successful F.A.C.E. practices to NNPS for recognition.</li> <li>District and school personnel will continue to support and monitor family participation of a parent surveys (5Essentials) to identify needs, successes and modify goals.</li> <li>School FACE teams will send two parent members to the Parent Engagement Roundtable meetings each month.</li> </ul>	<ul style="list-style-type: none"> <li>F.A.C.E. and Title I will monitor and support all school F.A.C.E. teams to meet monthly with over 90% attendance rate, and actively discuss school improvement goals and ideas for improvement and can act as a decision-making group to the school leadership team.</li> <li>District and school personnel will continue to support and monitor increased family participation of a parent survey (5Essentials) to identify needs, successes and modify goals.</li> <li>School FACE teams will send two parent members to the Parent Engagement Roundtable meetings each month.</li> </ul>	<ul style="list-style-type: none"> <li>F.A.C.E. and Title I will monitor and support all school F.A.C.E. teams to ensure they have: * a process developed to recruit and mentor new members; * a school and district meeting schedule and outlined agenda for year five and beyond as an accountability measure: * school F.A.C.E. members active on District Parent Engagement Roundtable District and school personnel will continue to support and monitor family participation of a parent survey (5Essentials) to identify needs,</li> </ul>

	<p>and community needs for the year, and determine any needed modification for year two.</p>	<p>community partners) in the decision making process for continuous school improvement.</p> <ul style="list-style-type: none"> <li>School FACE teams will send two parent members to the Parent Engagement Roundtable meetings each month.</li> </ul>	<ul style="list-style-type: none"> <li>The Council for Continuous Improvement will work in conjunction with school Engagement Liaisons to evaluate implemented strategies/services and choose additional strategies for implementation based on results of annual convening, ongoing surveys, and insight of CEC staff and FACE Coordinator at school level.</li> <li>Council for Continuous Improvement meets quarterly to include annual convening hosted by Council and CEC, with participation of community and other stakeholders to report on and evaluate work, highlight successes and plan for challenges, and plan for</li> </ul>	<ul style="list-style-type: none"> <li>The Council for Continuous Improvement will work in conjunction with school FACE Liaisons to evaluate implemented strategies/services and choose additional strategies for implementation based on results of annual convening, ongoing surveys, and insight of CEC staff and FACE Coordinator at school level.</li> <li>Council for Continuous Improvement meets quarterly to include annual convening hosted by Council and CEC, with participation of community and other stakeholders to report on and evaluate work, highlight successes and plan for challenges, and plan for</li> </ul>	<p>successes and modify goals.</p>
<p>Council for Continuous Improvement to support family and community needs; academic, medical, mental health needs</p>	<ul style="list-style-type: none"> <li>District will establish a Council for Continuous Improvement (CCI) with careful brainstorming, research, vetting, and selection of 6-12 members for a district-level Council to guide and support the work. (Include school leaders, union, administration, parent groups, business, civic leaders, human service, political sector, etc.)</li> <li>Council for Continuous Improvement will establish mission, vision and values of council.</li> <li>District personnel will hold monthly</li> </ul>	<ul style="list-style-type: none"> <li>The Council for Continuous Improvement will work in conjunction with school FACE Liaisons to determine and report the parent and student needs at the school level and use summary report to include, an audit of each school's access to services, prepared in preparation period, to choose one or two initial strategies for implementation</li> <li>Council for Continuous Improvement meets quarterly to include annual convening hosted by Council and CEC, with participation of community and other stakeholders to report on and evaluate work, highlight successes and</li> </ul>	<ul style="list-style-type: none"> <li>The Council for Continuous Improvement meets quarterly to include annual convening hosted by Council and CEC, with participation of community and other stakeholders to report on and evaluate work, highlight successes and plan for challenges, and plan for</li> </ul>	<ul style="list-style-type: none"> <li>The Council for Continuous Improvement and District personnel (F.A.C.E. and Title I) will ensure sustainability because the District will: <ul style="list-style-type: none"> <li>* have a process developed to recruit and mentor new members on teams</li> <li>* provide a meeting schedule and outlined agenda for year five and beyond as an accountability measure</li> <li>* continue to choose, monitor and evaluate additional strategies/services for implementation based on results of</li> </ul> </li> </ul>	

meetings with Parent Engagement and Student Roundtables. The Student Roundtable will meet with the Parent Roundtable twice a year.	challenges, and plan for following year.	challenges, and plan for following year.	challenges, and plan for following year.	annual convening, ongoing surveys, and insight of CEC staff and FACE Coordinator at school level. * Continue communication plan to all stakeholders and evaluate for gaps and success of plan.
<ul style="list-style-type: none"> <li>3 times per year: FACE Coordinator or other Council member hosts training for community, parents, or Council based on topic previously chosen by stakeholders.</li> <li>The Council for Continuous Improvement will implement a communication plan to include regular ongoing communication with existing district Parent Engagement and Student Roundtables and monitor effectiveness of plan.</li> <li>Mobility committee will determine and report results of parent and student mobility needs at the school level and use summary report to implement student e-record and choose one other databases strategies for implementation to support mobile families.</li> <li>The school FACE Liaison will discuss</li> </ul>	<ul style="list-style-type: none"> <li>3 times per year: FACE Coordinator or other Council member hosts training for community, parents, or Council based on topic previously chosen by stakeholders.</li> <li>The Council for Continuous Improvement will continue communication plan to include regular ongoing communication with existing district Parent Engagement and Student Roundtables and evaluate for gaps and successes of plan.</li> <li>Mobility committee will determine and report results of parent and student mobility needs at the school level and use summary report to implement student e-record and determine to choose another data-based strategies for implementation to support mobile families.</li> <li>The school FACE Liaison will discuss school improvement goals and progress at open attendance weekly</li> </ul>	<ul style="list-style-type: none"> <li>3 times per year: FACE Coordinator or other Council member hosts training for community, parents, or Council based on topic previously chosen by stakeholders.</li> <li>The Council for Continuous Improvement will continue communication plan to include regular ongoing communication with existing district Parent Engagement and Student Roundtables and evaluate for gaps and successes of plan.</li> <li>Mobility committee will determine and report results of parent and student mobility needs at the school level and use summary report to implement student e-record and determine to choose another data-based strategies for implementation to support mobile families.</li> <li>The school FACE Liaison will discuss school improvement goals and progress at open attendance weekly</li> </ul>	<ul style="list-style-type: none"> <li>3 times per year: FACE Coordinator or other Council member hosts training for community, parents, or Council based on topic previously chosen by stakeholders.</li> <li>The Council for Continuous Improvement will continue communication plan to include regular ongoing communication with existing district Parent Engagement and Student Roundtables and evaluate for gaps and successes of plan.</li> <li>Mobility committee will determine and report results of parent and student mobility needs at the school level and use summary report to implement student e-record and determine to choose another data-based strategies for implementation to support mobile families.</li> <li>The school FACE Liaison will discuss school improvement goals and progress at open attendance weekly</li> </ul>	



	existing district Parent Engagement, Student Roundtables and F.A.C.E. teams.	school improvement goals and progress at open attendance weekly meetings on site.	goals and progress at open attendance weekly meetings on site.	meetings on site.	
Data Based Decision Making- Curriculum and Assessments (Formative and Summative)	<ul style="list-style-type: none"> <li>The district will begin planning and pilot of an approval process for all type 2 and 3 assessments.</li> </ul>	<ul style="list-style-type: none"> <li>The district will pilot the assessment approval process.</li> <li>Assessment Approval will be used for all type 2 and 3 assessments.</li> <li>The district will begin planning for an assessment bank to be housed on the district intranet.</li> </ul>	<ul style="list-style-type: none"> <li>The district will use the Assessment Approval process for all type 2 and 3 assessments.</li> <li>The district will begin a pilot process of placing assessments bank on the district intranet.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment bank will be available for teachers to select assessments or questions that have been approved through the assessment approval process.</li> </ul>	
District Capacity Building - Systematic Fidelity (System Assessment)	<ul style="list-style-type: none"> <li>Base line data collection- establish district goals based upon the District Needs Assessment (DNA) and Intentional Data Review (IDR);</li> <li>Implement high level leadership teams at district and school levels as assessed by the leadership effectiveness survey and the Data Management System Service</li> </ul>	<ul style="list-style-type: none"> <li>Implementation and monitoring of established goals and worthy targets; make course adjustment based upon benchmark data; utilization of feedback loop to inform systemic policies, practices, and structures as assessed by the District Intentional Data System Survey;</li> <li>Realign district resources to reflect identified areas of needed support; Utilize district and</li> </ul>	<ul style="list-style-type: none"> <li>Realign district resources to reflect identified areas of needed support; Systemic activities will reflect deep implementation and monitoring of research based strategies to support identified goals and worthy targets (i.e. curriculum alignment tools, comprehensive system of learning supports, and data systems) as assessed by District Intentional Data System Survey; Utilize district and school level dashboard and score</li> </ul>	<ul style="list-style-type: none"> <li>Establish internal protocols to sustain redesigned systemic polices, practices and structures;</li> <li>Consistently maintain deep levels of implementation and monitoring of the continuous improvement plan with identified goals, data informed research based worthy targets, actions, adult practices and student performance measures</li> </ul>	<ul style="list-style-type: none"> <li>Implement internal protocols to sustain redesigned systemic polices, practices and structures;</li> <li>Consistently maintain deep levels of implementation and monitoring of the continuous improvement plan with identified goals, data informed research based worthy targets, actions, adult practices and student performance</li> </ul>

	Tracker; <ul style="list-style-type: none"> <li>Analyze system wide data to inform systemic practices; Utilize the established district and school level dashboard and score card</li> </ul>	school level dashboard and score card	card	measures
Infosystem to support Curriculum and Instruction Assessments/ MTSS/ Teacher and Principal Evaluations and Data Dashboard		<ul style="list-style-type: none"> <li>Programmers build online system to support assessment bank and assessment approval system as well as reporting system for evaluation data and student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot use of assessment bank and approval process online systems and evaluation data reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment bank and approval process online systems available to all staff and evaluation reporting.</li> </ul>
Culture and Climate	<ul style="list-style-type: none"> <li>The district will create a Behavior support team to look at how PBIS, BIST and Restorative Practices fit together in a comprehensive system of support for district students.</li> <li>SIG elementary schools and all middle schools receive basic</li> </ul>	<ul style="list-style-type: none"> <li>The district will create a Behavior support team to look at how PBIS, BIST and Restorative Practices fit together in a comprehensive system of support for district students.</li> <li>SIG elementary schools and all middle schools receive basic BIST</li> </ul>	<ul style="list-style-type: none"> <li>The district behavior support team will continue to monitor BIST/PBIS and Restorative Practices using the TIF.</li> <li>The training team will provide refreshers and support to all three programs as well as train new staff.</li> <li>Schools will fully implement PBIS, BIST and RP. Schools will implement a universal screener for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The district behavior support team will continue to monitor BIST/PBIS and Restorative Practices using the TIF.</li> <li>The training team will provide refreshers and support to all three programs as well as train new staff.</li> <li>Schools will fully implement PBIS, BIST and RP.</li> </ul>

	<p>BIST training in June 2016. LHS will send a small team in the development stage to training.</p> <ul style="list-style-type: none"> <li>Schools will complete the School Wide Tiered Fidelity Inventory (TIF) in January and April of 2016.</li> <li>The TIF will determine any gaps in the school wide system.</li> <li>During the planning year a schedule of re-training the SIG schools on PBIS strategies.</li> <li>More HS development to deepen tier 1 PBIS.</li> <li>The behavior support team will research restorative practices and receive training.</li> </ul>	<p>training in June 2016.</p> <ul style="list-style-type: none"> <li>LHS will send a small team in the development stage to training.</li> <li>Schools will complete the School Wide Tiered Fidelity Inventory (TIF) in January and April of 2016.</li> <li>The TIF will determine any gaps in the school wide system.</li> <li>During the planning year a schedule of re-training the SIG schools on PBIS strategies.</li> <li>More HS development to deepen tier 1 PBIS.</li> <li>The behavior support team will research restorative practices and receive training.</li> </ul>	behavior.	<ul style="list-style-type: none"> <li>Training will be provided for areas of need as identified on the TIF.</li> </ul>	<ul style="list-style-type: none"> <li>Schools will implement a universal screener for behavior. Training will be provided for areas of need as identified on the TIF.</li> </ul>
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Culture and Climate- AVID	<ul style="list-style-type: none"> <li>Research what is AVID Elementary (AE) and how to take it school wide</li> <li>Participate in AVID Elementary Site visits to see AVID Elementary Potential</li> <li>Participate in district led secondary and elementary articulation conversations in order to plan how AE will fit into the District wide AVID vision</li> </ul>	<ul style="list-style-type: none"> <li>Train 5<sup>th</sup> grade teachers and administrators on AVID Foundations</li> <li>Begin conversations with teachers and administrators on school wide AVID strategies</li> <li>Survey Teachers on PD needs</li> <li>Evaluate program effectiveness at District and School site.</li> </ul>	<ul style="list-style-type: none"> <li>Train 4<sup>th</sup> grade teachers on AVID Foundations</li> <li>Train full staff on Cultural Competency and Culturally Relevant Teaching</li> <li>Survey Teachers on PD needs</li> <li>Evaluate Program effectiveness at District and School site</li> </ul>	<ul style="list-style-type: none"> <li>Train 3<sup>rd</sup> grade teachers on AVID Foundation</li> <li>Monitor fidelity of AVID implementation</li> <li>Plan alignment across all grades</li> <li>Survey Teachers on PD needs</li> <li>Evaluate Program effectiveness at District and School site</li> </ul>	<ul style="list-style-type: none"> <li>Align systems through the use of accountability, articulation, assessment, and calibration to ensure the fidelity of AVID Elementary implementation across grades.</li> <li>Evaluate Program for Sustainability</li> </ul>
District Capacity Building -Labor Management	Great Lakes TURN	Great Lakes TURN	Great Lakes TURN	Great Lakes TURN	Great Lakes TURN



**TOOL 3:  
TRANSFORMATION MODEL-SPECIFIC REQUIREMENTS CHECKLIST**

**Instructions:** Indicate in the column on the right whether or not the school's plan includes elements required to be in compliance with the requirement, or that are permissible activities. Then, describe those steps in the narrative. All requirements must be met.

**A. SCHOOL LEADERSHIP**

**PLAN IS IN  
COMPLIANCE**

**Requirement**

1. The LEA must replace the principal who led the school prior to commencement of the transformation model, or have replaced the principal within the two years prior to the first day of school of the first year of full implementation. ☒
2. The LEA must implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that:
  - a. Will be used for continual improvement of instruction; ☒
  - b. Meaningfully differentiate performance using at least three performance levels; ☒
  - c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; ☒
  - d. Evaluate teachers and principals on a regular basis; ☒
  - e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and ☒
  - f. Will be used to inform personnel decisions. ☒
3. The LEA must use the teacher and principal evaluation and support system described in above to 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. The LEA must 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable. ☒
5. The LEA must give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates ☐

**ADDITIONAL MODEL-SPECIFIC PERMISSIBLE ACTIVITIES**

**Plan Includes**

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; ☒
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; ☒
4. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or ☐
5. Implementing a per-pupil, school-based budget formula that is weighted based on student needs. ☐

## B. TEACHING AND LEARNING

PLAN IS IN  
COMPLIANCE

### Requirement

1. The LEA must ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, and a designated external lead partner organization (such as a school turnaround organization or an EMO). ☒
2. The LEA must ensure the school uses 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; ☒
3. The LEA must ensure the school promotes 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; and ☒
4. The LEA must provide staff 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: ☒
  - a. Aligned with the school's comprehensive instructional program, and ☒
  - b. Designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies. ☒
5. Establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for, ☒
  - a. Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; ☒
  - b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and ☒
  - c. Teachers to collaborate, plan, and engage in professional development within and across grades and subjects. ☒

### ADDITIONAL MODEL-SPECIFIC PERMISSIBLE ACTIVITIES

PLAN INCLUDES

1. Conducting periodic monitoring reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective; ☒
2. 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 English learners acquire language skills to master academic content; ☒
3. Using and integrating technology based supports and interventions as part of the instructional program. ☒
4. Expanding the school program to offer full-day kindergarten or prekindergarten. ☐

### In secondary schools:

1. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics 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, including by providing appropriate supports designed to ensure that low achieving students can take advantage of these programs and coursework; ☐
2. Improving student transition from middle to high school through summer transition programs or freshman academies; ☐
3. 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 ☐
4. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. ☐

## C. STUDENT NON-ACADEMIC SUPPORT

PLAN IS IN  
COMPLIANCE

### REQUIREMENT

None Required

N/A

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**ADDITIONAL MODEL-SPECIFIC PERMISSIBLE ACTIVITIES**

**PLAN  
INCLUDES**

1. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other 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 ☒

**D. FAMILY & COMMUNITY ENGAGEMENT**

**PLAN IS IN  
COMPLIANCE**

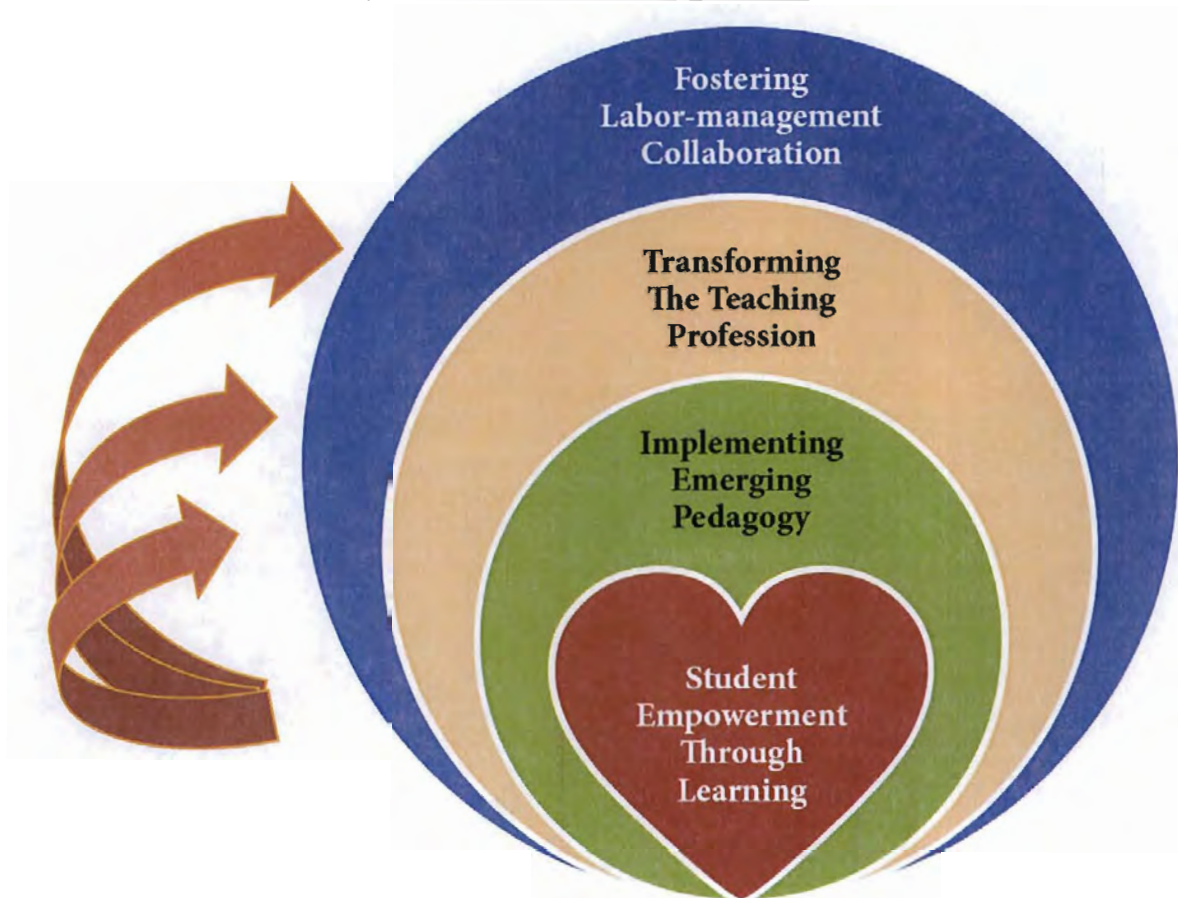
**REQUIREMENTS**

1. Provide ongoing mechanisms for family and community engagement. ☒



IV. FRAMING THE WORK: WHAT IS CEC'S *INSIDE-OUT* UNIFYING FRAMEWORK FOR CHANGE?

**UNIFYING FRAMEWORK  
FOR CHANGE**



**Framing the Work “*Inside-Out*”**

Figure 4: Framing the Work – CEC's *Inside-Out* Unifying Framework for Change



**The Unifying Framework for Change frames the purpose and meaning behind CEC's work. *It is what CEC believes gives value to its work.***

The Framework is conceptualized as four systemic elements graphically represented by concentric circles, with each circle being supported by the circle surrounding it. The red arrows represent the pervasive influence of Student Empowerment Through Learning on the other three elements (circles). Everything moves *inside-out* from Student Empowerment through Learning – “the heart of it all” – to give purpose and meaning to the circles surrounding it.

As illustrated in Figure 4 above, the first supporting circle's element is Implementing Emerging Pedagogy – good and impactful instruction through the use of effective learning tools and strategies. In turn, such emerging pedagogy is best supported in a learning culture that is Transforming the Teaching Profession by expanding leadership and mentoring roles for teachers. However, support for transforming the teaching profession can only occur within the context of an environment that is Fostering Labor-Management Collaboration.

Each element improves conditions for the element directly beneath it. This makes the four elements *interdependent*. Because the elements are interdependent, all have influence in addressing Student Empowerment Through Learning. This influence is increasingly more direct the closer – the more *proximate* – the element is to Student Empowerment Through Learning. Even though the three supporting elements do not have equal influence – equal proximity – to Student Empowerment Through Learning, all three elements, in combination, are required to improve student learning for all students system-wide.

*The Unifying Framework for Change frames CEC's work from the inside out because, while the improvement of student learning is the central focus, that focus is impactful only when there are supporting systemic elements surrounding it.*

What makes this truly *inside out* is the common commitment, at each of the other three elements, to impact the improvement of student learning. CEC's Unifying Framework for Change doesn't start in boardrooms, the superintendent's office or at union meetings. It starts in classrooms with an unrelenting focus on students and how they are learning. Without that common focus, the three supporting elements stand alone, isolated from outcomes for students and historically, until recently, largely isolated from each other.

Consider how a student-centered outlook works. Improving pedagogy misses the point if it doesn't result in improved student learning. Merely tabulating increased skills sets of teachers, disconnected from student learning results, only assist the adults, not the students. Likewise,

expanding professional opportunities for teachers is only of benefit if those opportunities translate to expanded learning opportunities for students. Otherwise, the benefits never reach the targeted group schools are intended to serve. And collaborative labor-management relations and actions must be made with the ultimate eye on impacting student learning via adult-based decision-making, policies and working conditions. Otherwise, all of that collaboration only benefits the adults in schools while excluding the students.

*It is without that common connection to student learning empowerment that each supporting element diminishes in both power and purpose.*

This emphatically is *not* an argument against the importance of the outer three circles in Figures 1 and 4. Quite to the contrary. When aligned to a focus on student learning, they create a powerful momentum, both individually and collectively, toward needed educational improvements for both adults and students. (See also Appendix B for a description of the importance of collaboration in carrying out the Unifying Framework for Change and Appendix C for thoughts on a collaborative culture's impact on shared leadership.)

Now let's look at how each of the Unifying Framework For Change's elements define CEC's work.

# CEC's Collaborative Leadership Structures

**OUTCOME: Focused Instruction & Accountability for Improved Student Achievement!**

## District Learning Team

*Facilitates District Capacity Building to Strengthen & Sustain Student Learning*

- *Set & Communicate Direction*
- *Track & Monitor Progress*
- *Remove Barriers*
- *Listen & Learn*
- *Broadcast Results*
- *Build District Capacity*

**DISTRICT ADMINISTRATION + UNION LEADERS + SCHOOL LEADERS**

## PRINCIPAL

### ADMINISTRATIVE TEAM

*Establish, Manage & Support School Structures & Processes  
Empower Faculty & Staff to Lead & Support School Transformation Efforts*

## SCHOOL LEADERSHIP TEAMS

- *Set & Communicate School Direction*
- *Develop School Improvement Goals*
- *Monitor School Progress*
- *Review & Act Upon Incoming Data*
- *Communicate Progress*
- *Share Learning*

**PRINCIPAL + TEACHER LEADERS + SUPPORT STAFF + PARENTS/COMMUNITY**

## COLLABORATIVE TEAMS

### SUBJECT/GRADE LEVEL

- *Focus on Learning, Collaboration & Results*
- *Establish SMART Goals*
- *Set Clear Targets*
- *Develop Common Assessments*
- *Align Curriculum*
- *Use Data to Plan Interventions*

**TEACHERS + INSTRUCTIONAL LEADERS + CONTENT SPECIALISTS**

## CLASSROOM LEARNING COMMUNITIES

- *Connecting, Engaging & Empowering Students*
- *Instill Responsibility*
- *Ensure Rigor*
- *Exercise Accountability*

**TEACHERS + STUDENTS + PARENTS + SUPPORT STAFF**

**OUTCOME: Focused Instruction & Accountability for Improved Student Learning**

*Monitoring Application of Instructional & Learning Standards*





**Springfield School District 186  
Matheny-Withrow Elementary School SIG Transformation Model  
CEC Lead Partner  
FY 2015-16, 2016-17, 2017-2018, 2018-2019, 2019-2020**

The Consortium for Educational Change (CEC) will support the Edwin Lee and Matheny staff and students as Lead Partner in the implementation of its SIG Transformation Plan for 2015-16, 2016-17, 2017-2018, 2018-2019, 2019-2020. As Lead Partner, CEC will help the school make the systemic changes necessary to implement and sustain its Transformation Model to ensure compliance with ISBE's School Improvement Grant – Section 1003(g) requirements.

This Memorandum of Understanding (MOU) provides the following:

**Section A: CEC's Approach to School and District Transformation**

This section provides a brief history of CEC and its beliefs and approach regarding school and district transformation efforts, including CEC's Transformational Standards for High Performing Organizations.

**Section B: CEC Lead Partner Roles, Responsibilities, Decision-Making Authority & Outcome Measures**

This section details the supports CEC as Lead Partner will provide for each of the key elements of the LEA Transformation Plan for the SEA. These elements align with those required by ISBE's School Improvement Grant Section 1003g Transformation Model and include details regarding the roles, responsibilities, decision-making authority and outcome measures of the Lead Provider.

**Section C: Staffing**

This section describes the staffing support provided by CEC as well as the school and district staffing provided by SIG funds to build leadership capacity for implementing the transformation initiatives effectively.

**Section D: LEA Actions**

This section describes generally the operational flexibility issues addressed in the Memorandum of Understanding (MOU) between the LEA and teachers union to support the SIG transformation efforts.

**Section E: CEC Budget**

CEC's Director of Finance will submit monthly invoices to the LEA Coordinator of Teaching and Learning and School Improvement (SIG), which will itemize CEC's Lead Partner monthly expenses as well as additional services described in this budget. In addition to the Lead Partner Support, CEC will provide additional professional development services by utilizing CEC consultants and contracting with vendors who will partner with CEC and the LEA to support the school transformation plan. CEC will be responsible for negotiating with appropriate vendors to ensure alignment of their services on behalf of the SEA and LEA. The LEA will provide information regarding district policies to CEC to ensure appropriate invoice and payment timelines and procedures are met.

**Section F: Signatures of Agreement**



#### **A. CEC'S APPROACH TO SCHOOL & DISTRICT TRANSFORMATION**

Established in 1987, Consortium for Educational Change (CEC) is a network of Illinois school districts with a consistent mission for over a quarter of a century: "The Consortium for Educational Change (CEC) builds collaborative structures, processes and cultures with and among key educational stakeholders, including labor and management, to transform educational systems to continuously improve learning and achievement for all students." It has grown dramatically from 12 member districts in 1987 to nearly 90 today.

CEC works collaboratively with teachers, school and district administrators, school board members, unions and teacher leaders to reform education and improve student learning and achievement. CEC provides support and services to assist system change efforts in order to restructure and reform school districts and improve student learning through collaborative efforts that incorporate best practices in system, teacher, student and leader effectiveness and school and district transformation.

CEC was first approved by the Illinois State Board of Education as an approved provider for School Improvement Grants (SIG) in 2009 and has since worked in four school districts as a Lead Partner for school transformation in addition to serving as a Support Partner in dozens of districts to assist in the design, implementation and refinement of teacher evaluation systems with student growth measures. CEC has learned much from our partnerships these past years and continues to develop greater understanding of "what" transformation work is, "how" we collectively implement the work with educators, students, families and communities and the critical need to delve into the issue of "why" large groups of our students are not succeeding.

CEC begins transformation work by creating opportunities for significant dialogue with school leadership, faculty and students around the reality of the school culture. School transformation efforts must begin by focusing at all levels around key issues such as the rigor of the learning, the challenge or lack thereof of the academic work, the attitudes of faculty and students about the value and worth of learning and whether we believe these students are capable of doing the work. The older the students, the more important it is to include them in the diagnosis of the culture and its causes.

School faculty need to explore together the causes of the poor student outcomes and consider what and who contributes to those results. If this ownership is not established clearly, early on, and if the causes are not expressed and sometimes removed as excuses, we find that the following years of activities are much less effective, less powerful, and lead to very little deep change or continuity.

The "work" early on in these transformation efforts must focus on the hard conversations about the journey, the causes, the ownership, and the commitment. Without this, the SIG grant is one more federal and state activity external to real life and real change.

In later stages of transformation efforts, the work focus is on consistent execution of key transformation strategies, completing capacity-building, and sustainability. At these stages, instructional and school culture expectations must be embedded nearly universally and regularly monitored for fidelity and quality.

CEC's Transformational Standards for High Performing Schools	
Standards	Indicators
<b>1.0 Shared Leadership</b> <i>From broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction</i>	<ol style="list-style-type: none"> <li>1. Vision, mission, values, and goals are developed and deployed.</li> <li>2. Leaders' behaviors and actions support the vision, mission, values, and goals.</li> <li>3. Collaboration and communication structures are effective and efficient.</li> <li>4. Progress is viewed, monitored, and reported.</li> </ol>
<b>2.0 Strategic Planning</b> <i>The planning process translates needs and requirements into actions.</i>	<ol style="list-style-type: none"> <li>1. Goals are aligned to needs and requirements.</li> <li>2. Goals are specific and strategic, measurable, aligned, results-oriented and timely (SMART).</li> <li>3. Employee/ work unit performance goals support system goals through action/ improvement plans.</li> </ol>
<b>3.0 Student, Parent, and Community Needs/ Requirements</b> <b>(Including state and federal requirements)</b> <i>The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.</i>	<ol style="list-style-type: none"> <li>1. Needs/requirements are clearly understood, prioritized and addressed.</li> <li>2. Student learning requirements and expectations are explicit and aligned to Illinois Learning Standards.</li> <li>3. Positive relationships are systematically fostered through communication and collaboration.</li> <li>4. Student, parent, community satisfaction is regularly monitored and reported.</li> <li>5. Student, parents, and community contributions are recognized and celebrated.</li> <li>6. The learning environment adds value to both student personal growth and achievement.</li> </ol>
<b>4.0 Data Collection, Analysis, and Use</b> <i>Systematic data collection informs decision-making.</i> <i>(achievement, financial, satisfaction, efficiency)</i>	<ol style="list-style-type: none"> <li>1. Key data sources that are aligned to goals and priorities are systematically identified and collected.</li> <li>2. Key data are used to guide improvement efforts</li> <li>3. Key data are used to compare improvement efforts and results to both similar and high performing organizations.</li> <li>4. Data are accessible and shared broadly and deeply.</li> <li>5. Learners are supported to take responsibility for personal data collection and analysis.</li> </ol>
<b>5.0 Staff Needs/ Requirements</b> <i>The organization defines the needs and requirements of all staff.</i>	<ol style="list-style-type: none"> <li>1. Staff needs and requirements are prioritized and addressed. (morale and well being, training, education, etc.)</li> <li>2. Performance expectations are explicit and aligned to vision, mission, values and goals.</li> <li>3. Work is organized to promote collaboration and team learning.</li> <li>4. Staff satisfaction is regularly monitored and reported.</li> </ol>



<b>5.0 Staff Needs/ Requirements (continued)</b> <i>The organization defines the needs and requirements of all staff.</i>	<ul style="list-style-type: none"><li>5. Staff contributions are recognized and celebrated.</li><li>6. The work environment promotes personal, professional, and collective growth and high performance.</li></ul>
<b>6.0 Improvement Processes</b> <i>Teaching and learning as well as support processes are designed, implemented, and improved.</i>	<ul style="list-style-type: none"><li>1. Processes used to impact goals are continuously evaluated and improved.</li><li>2. Individual/ personal and team work processes are continuously evaluated and improved.</li><li>3. Learning intervention processes are continuously evaluated and improved.</li><li>4. Learning rather than teaching is the primary focus.</li></ul>
<b>7.0 Results</b> <i>Results are improving over time.</i>	<ul style="list-style-type: none"><li>1. Results are improving compared to the past.</li><li>2. Results are improving compared to similar and high performing organizations.</li></ul>





**SECTION B: CEC LEAD PARTNER ROLES, RESPONSIBILITIES, DECISION-MAKING AUTHORITY & OUTCOME MEASURES**

<b>a. Job-Embedded Professional Development of Faculty and/or Coaches</b>	Provide or procure ongoing, targeted, data driven professional development aligned with the SIG transformation plan. CEC will specifically develop a plan to coach coaches in order to increase individual effectiveness and contribution to the transformation plan. CEC will be responsible for monitoring the development and improvement of Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs) with an emphasis on the use of assessment data to drive instructional improvement	Provide leadership and will be responsible for developing & implementing the school professional learning (development) plan and managing the SIG budget for professional learning (PD) in collaboration with the LEA and SEA Teacher Leader. CEC will be consulted on all work related to professional development.	<p>PD Plan (objective, activity, target audience, presenter, timeline)</p> <p>Staff evaluations of quality, data driven PD activities ratings of 85% high/very high</p> <p>Improvement in coaching/mentoring as measured by a continuum or rubric.</p> <p>Professional Learning Communities design, implementation and refinement plan.</p>
<b>b. Development, implementation, and/or analysis of student formative, short cycle, interim, and/or summative assessments</b>	Provide training and coaching to improve assessment literacy including the capability to develop standards-based formative and summative assessments.	Provide leadership in this area and will be responsible for providing training and coaching.	<p>Development and refinement of standards-aligned unit and through-course formative and summative assessments.</p> <p>Staff evaluations of quality, data driven PD activities ratings of 85% high/very high</p>
<b>c. Active participation in hiring of district-funded administrators at the school</b>	Provide support for job descriptions, candidate recruitment, candidate interviews and candidate hiring, as appropriate.	Consulted as part of principal hiring and other school administrators, as appropriate. CEC will be consulted as part of the administrator evaluation process.	<p>Process for screening &amp; selection of principal, using criteria that includes transformation leadership competencies</p> <p>Principal evaluation rating</p>
<b>d. Management of school improvement coordinator/Transformation Office</b>	Provide support on the selection of transformation office/School Improvement Coordinator.	The role (or function) of transformation office/School Improvement Coordinator will be hired based on a mutual agreement between the district and CEC. CEC will contribute to the evaluation of the School Improvement Coordinator.	<p>Job description for Transformation Office/School Improvement Coordinator</p> <p>Process for screening &amp; selection of Transformation Office/School Improvement Coordinator</p>

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			Transformation Office/School Improvement Coordinator evaluation rating SIG implementation metrics
<b>e. Strategy, design, and creation of performance management/communication system</b>	Provide research, examples and support to develop a performance management / communication system.  Provide consultative support for Quarterly Data Reviews	Consulted as part of the development and implementation of the performance management / communication system	Design, implementation and refinement plan and tools for performance management / communication system  Weekly, monthly, and quarterly review of performance management / communication system
<b>f. Assistance with school climate and culture</b>	Provide diagnostic services and/or analysis to assess school climate and culture.  Provide or procure services in response to the assessment to improve school climate and culture, including cultural competency training and support.	Provide leadership for efforts to improve school climate and culture.  Consulted and support in the implementation and continued refinement of a behavior intervention system.	Design, implementation and refinement plan for the improvement of school climate and culture.  Improvements in climate and culture surveys (x2 year)  Reduction in referrals and suspensions, monitored quarterly
<b>g. Parent/Community engagement or outreach</b>	Provide strategic advice on family & community engagement at the district and school level and the enhancement of the community roundtable.	Consulted regarding engagement strategies and content targeted for families and communities.	Family and Community Communication and Outreach Plan design, implementation and refinement.  Tools with metrics that demonstrate increased quantity and quality of engagement to be identified including, but not limited to participation/attendance  Increase in relevant 5 Essentials survey items
<b>h. Extended time programming</b>	Provide research, strategic advice and examples of extended time approaches for students and staff including an emphasis on collaboration/teaming.	Consulted regarding the scheduling of extended time. Consulted about the scheduling, use and design of additional staff days and additional time during the staff day.	Extended learning time opportunities design, implementation and refinement plan  Staff evaluations of quality, extended time activities ratings of 85% high/very high

<b>i. Development of the Teacher Evaluation System to include a student growth component</b>	Facilitate the implementation, and refinement of the Teacher Evaluation System. Audit the quality and compliance of the current evaluation system and monitor for fidelity of implementation, including ensuring inter rater reliability.	Provide leadership during the evaluation system including participation in and facilitation of student growth and Joint Committee meetings. Provide any necessary professional development and support during implementation.	Teacher Evaluation with Student Growth Measures Design, Implementation and Refinement plan with the Joint Committee  Distribution of Teacher Evaluation ratings
<b>j. Job-embedded professional development/coaching of administrators</b>	Develop a plan to assess leadership competencies and coach school leaders in order to increase individual effectiveness and contribution to the transformation plan. Coaching plan will include support for the development and operation of School Leadership Team	Provide leadership and resources for coaching of school leaders.	Leadership Development Plan  Improvement in Leadership Competencies as defined by a leadership rubric
<b>k. Curriculum alignment and/or mapping with the Illinois Learning Standards (ILS), and other state standards</b>	Provide a curriculum, instruction and assessment audit to inform the design, implementations and refinement of a plan to develop aligned curriculum assessments and instruction based on the NILS, C3, and NGSS standards.	Provide leadership to develop and implement plans to align standards. CEC will consult with district administration in the development of the PD plan to align curriculum, assessments and instruction with the CCSS and NILS standards.	Professional development plan which includes processes and supports for alignment of standards  Quarterly review & refinement of process to align standards by Transformation Team and School Leadership Team
<b>l. Development and/or implementation of a turnaround/transformation scorecard</b>	Support school transformation scorecard/dashboard development that is aligned to established SMART goals, leading indicators, implementation fidelity, and other metrics as agreed upon.	Provide leadership to develop and implement transformation scorecard/dashboard.	Transformation Scorecard  Process and support for use of Transformation Scorecard/Dashboard
<b>m. Compensation system reform</b>	Provide research and strategic guidance for efforts to make changes to the compensation system.	Consulted on efforts to make changes to the compensation system.	Compensation Plan  Staff evaluations of Compensation Plan ratings of 85% high/very high



<b>n. Retention, recruitment, and selection strategies for faculty, staff, and/or administrators</b>	Provide research, strategic advice and examples of retention, recruitment and selection strategies.	Consulted on efforts to improve retention, recruitment, and selection strategies. CEC will be consulted regarding hiring of staff and leadership positions for the school.	Human capital plan
<b>o. Development of an incentive system that identifies and rewards staff based on student achievement and/or graduation rate if applicable.</b>	Provide strategic advice and examples of systems to identify and reward student achievement.	Consulted regarding the design of the rewards system including participation in meetings. CEC approval is required for system of reward plans and plan revisions to be implemented.	System of Rewards design, implementation and refinement plan  Staff satisfaction with incentive system  Percent of effective staff retained  Evidence of improvement based on incentive / reward
<b>p. Operational support or training for scheduling</b>	Provide strategic advice and examples to support scheduling needs.	Consulted on school scheduling efforts.	Schedule that meets requirements for student and adult learning time
<b>q. A plan to analyze the cost/benefit of various grant activities that lead to a plan for sustainability after the grant period</b>	Provide strategic advice including a process and tools for an annual cost/benefit analysis with a focus on academic return on investment to support sustainability.	Provide leadership regarding activities design to support sustainability and sustainability planning.	Sustainability Plan (annually updated)

### C. STAFFING:

To implement the SIG Transformation Model effectively, CEC will provide staffing support to work closely with the LEA Coordinator of Teaching and Learning and School Improvement (SIG), LEA Administration, SEA Administration and teacher leaders to utilize a shared leadership model that will guide and sustain the transformation strategies and interventions after the SIG funding is gone. CEC will hire and be responsible for a Transformation Team consisting of the following positions:

#### **On-site Transformation Facilitator(s)** (To be hired no later than conclusion of 2015-16 school year)

##### *Responsibilities include:*

- Provide daily, onsite presence to facilitate the planning, implementation and refinement of the Transformation Model in collaboration with district and school administration, union leadership and teacher leaders.
- Responsible for the outcome measures related to academic performance, climate/culture, and teacher talent specified in the Transformation Plan



- Work collaboratively with school & district administration in meeting the ISBE 1003(g) SIG requirements regarding planning, implementation, monitoring and communicating progress of school Transformation Model.
- Work in collaboration with the school principal, leadership team, faculty and staff to collect and disseminate data to monitor progress of the Transformation Model.
- Provide support in building leadership capacity among administration, teachers, support personnel, students and families to improve student learning.
- Provide support in establishing professional learning communities that incorporate a focus on learning, collaboration and results.
- Facilitate and support the design, implementation and refinement of the Transformation Model program initiatives.

#### **Transformation Project Manager (Part-Time)**

- Serve as the primary point of contact for CEC staff, CEC partners and vendors providing services for the Transformation Model program initiatives.
- Facilitate the planning and implementation of the Transformation Model in collaboration with district and school administration, union leadership and teacher leaders.
- Responsible for the outcome measures related to academic performance, climate/culture, and teacher talent specified in the Transformation Plan.
- Work in collaboration with the On-site Transformation Facilitator and LEA Coordinator of Teaching and Learning and School Improvement (SIG) to align district support for the Transformation Plan.
- Coordinate the work of the District Transformation Team, school & district administration in meeting the ISBE 1003(g) SIG requirements regarding planning, implementation, monitoring and communicating progress of school Transformation Model.
- In collaboration with the On-site Transformation Facilitator and LEA Coordinator of Teaching and Learning and School Improvement (SIG), district and school administration to facilitate and support the design, implementation and refinement of the system to collect, review, use data to monitor transformation progress.
- Provide support in building district leader capacity to effectively monitor the implementation of the school transformation.
- Develop regular communication to inform key stakeholders school transformation efforts and results.
- Provide strategy and implementation counsel for key SIG initiatives including:
  - Develop and implement a System of Rewards and Incentives that recognizes and promotes teacher leadership within the school building and the district.
  - Implementation of a teacher evaluation system with student growth measures to be used to improve teacher effectiveness, hiring practices, placement and, if needed, removal of teachers.
  - Develop and increase community and parent partnerships by involving them in building a culture of learning focused on student growth and learning and celebrations of results.
  - Extended student learning time to provide additional instruction and enrichment for students before, during and after school.
  - Increased collaboration time for staff to support the adult learning needed to drive dramatic improvement of student outcomes.





**(Interim) Director for School Improvement Grants (SIG)**

*Responsibilities include:*

- Work in collaboration with the On-site Transformation Facilitator and LEA Coordinator of Teaching and Learning and School Improvement (SIG) to maintain and monitor the budget for CEC services.
- Responsible for the outcome measures related to academic performance, climate/culture, and teacher talent associated and developed for the Transformation Model.
- Support progress monitoring for implementation, refinement and sustainability at the schools.
- Evaluate the progress of CEC's partnership with Springfield School District 186.

Additional CEC Consultants will provide additional supports for LEA and SEA in the areas of Teacher Effectiveness, Student Effectiveness, Leader Effectiveness and System Effectiveness.

**D. LEA ACTIONS:**

In the development of the 1003(g) SIG Transformation plan, the LEA has agreed to fully support the implementation of the Transformation Model and will provide increased flexibility in the use of the district and school budget allocated for the SEA as well as staffing, calendars and time. Operational flexibility will include Title II funds, professional development, extended learning time, hiring, transfer and placement procedures, building facilities and staffing.

The district administration, Board of Education, and teachers association have developed a Memorandum of Understanding (MOU) to allow for increased operational flexibility for the SEA to plan and implement Transformation Model, including institutional control over the hiring and placement of staff, extended learning time, calendars, a system of incentives and rewards, daily collaboration and reflection time for staff and budgeting. As Lead Partner, CEC will provide support in identifying policies, programs, and procedures that need to be addressed regarding these issues.

**E. CEC BUDGET:**

The products and services provided by the Consortium for Educational Change (CEC) to support the SIG School Transformation Plan for Matheny-Withrow Elementary School in **FY16 totals \$228,300**. A detailed budget describing the costs for these products and services is provided in Attachment A1. All funds remaining in the FY16 budget will be carried over to the Lead Partner budget for FY17.



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**F. SIGNATURE OF AGREEMENT:**

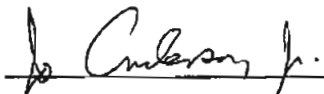
CEC will submit an annual budget to Springfield School District 186 to ensure alignment with funding and goals with ISBE's School Improvement Grant 1003(g) requirements. The term of this agreement shall conclude on June 30, 2016.

**Consortium for Educational Change**



Mary Jane Morris, Co Executive Director

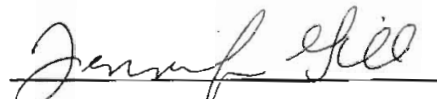
Date: 10/8/15



Jo Anderson, Co-Executive Director

Date: 10/8/15

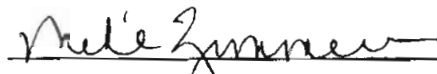
**Springfield School District 186**



Dr. Jennifer Gill, Superintendent  
MS.

Date: 10/13/15

**Springfield SD 186 Board of Education**



Mike Zimmers, President

Date: 10/13/15

ATTACHMENT A-1

CONSORTIUM FOR EDUCATIONAL CHANGE - LEAD PARTNER

FY16 (ENDING JUNE 30, 2016)

MATHENY / SPRINGFIELD PUBLIC SCHOOLS 186

GOAL / MODEL COMPONENT	SERVICE	AMOUNT	DETAIL
School Leadership	Coaching Program Design	\$6,600	3 days X \$2,200 (Includes Consultant Fees & Travel)
School Leadership	Coaching for Principal / Intern I -CLASS	\$19,800	1.5 days/month x \$2,200 (Includes Consultant Fees & Travel)
Teaching and Learning	Inclusion Service Delivery Models	\$6,600	3 days x \$2,200 (Includes Consultant Fees & Travel)
Teaching and Learning	PLC Training	\$8,800	4 days x \$2,200 (Includes Consultant Fees & Travel)
Student Non-Academic Support	On-Site BIST Consultation or Equivalent-Monthly Coaching	\$4,000	2 days x \$2,000 = \$10,000 (Includes Consultant Fees & Travel)
Student Non-Academic Support	Behavior Intervention Support	\$10,000	5 days x \$2000 = \$10,000 (Includes Consultant Fees and Travel)
Teaching and Learning: Curriculum, Assessments & Instruction	CIA Audit - Math/ELA	\$15,400	2 days x 3 consultants on-site; 1 day x 1 consultant off-site x \$2,200/day
Teaching and Learning: Curriculum & Assessments	Standards-Aligned Assessments	\$8,800	4 sessions x \$2,200 (Includes Consultant Fees and Travel)
Teaching and Learning	SMART Schools Academy	\$16,000	5 participants x \$3200
Building to support Transformation Model	Great Lakes TURN Conference	\$1,500	1 conference x 10 member teams x \$150 (registration);
School Leadership	Growth Through Learning On-Line Training	\$3,000	5 educators X \$600
Family and Community Engagement	Family and Community Engagement	\$39,600	3 days/month x 2,200 (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC Project Manager	\$39,600	Weekly x \$2,200 x 6 months (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC Director	\$6,600	3 visits x \$2,200 (Includes Consultant Fees & Travel)
Lead Partner Staffing	CEC On-Site Organizational Facilitator	\$33,000	15 days X \$2,200
Lead Partner Staffing	Administrative Support	\$7,000	.1 FTE salary/benefits
Meeting Materials	Print materials and supplies for PLCs, BLT, DLT	\$2,000	
FY16 TOTAL		\$ 228,300	

## SIGN-IN SHEETS



**FY 2016 School Improvement Grant (SIG) Section 1003(g)  
Pre-Application Needs Assessment Process  
LEA/School Stakeholders' Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2016 SIG 1003(g) pre-application Needs Assessment, complete an "LEA/School Stakeholders' Consultation Confirmation" form at each planning/preparation meeting with participants. Attach the original signed copies with each submitted FY 2016 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	NAME OF SCHOOL
DATE OF MEETING 9-22-15	LOCATION OF MEETING 1900 W. Monroe	
PURPOSE OF MEETING		

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Shelia Boozer	Director T-L	LEA	Shelia Boozer	9-22-15
Anne Morris	Coordinator	LEA	Anne Morris	9-22-15
Army Walters	Dist. math coach	LEA	Army Walters	9-22-15
Rene Johnson	Coordinator	LEA	Rene Johnson	9-22-15
Pam Stewart	Dist math Coach	LEA	Pam Stewart	9/22/15
Nick Pickett	Dist. Math Coach	LEA	Nick Pickett	9/22/15
Larry McElroy	Coordinator T-L	LEA	Larry McElroy	9/22/15
Margie Budge	Literacy T-L	LEA	Margie Budge	9-22-15
Julius Thomas	Lit/Soc. Learning Lead	LEA	Julius Thomas	9-22-15
Shelley Stewart	Literacy T-L	LEA	Shelley Stewart	9-22-15
Sally Weber	Consultant	CEC	Sally Weber	9-22-15
Gail Capos	Consultant	CEC	Gail Capos	9-22-15

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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Lanphier High School
DATE OF MEETING Sept 16, 2015	LOCATION OF MEETING 1900 W. Monroe	
PURPOSE OF MEETING SIG Planning		

[illegible]

**FY 2016 School Improvement Grant (SIG) Section 1003(g)  
Pre-Application Needs Assessment Process  
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Central Office
DATE OF MEETING June 5, 2015	LOCATION OF MEETING 1900 W. Monroe	

PURPOSE OF MEETING

*SIG Planning*

PARTICIPANTS					
NAME	TITLE/POSITION	LEA	REPRESENTING	SIGNATURE	DATE
Shelia Boozer	Director of Teaching and Learning	LEA		<i>Shelia E. Boozer</i>	<i>6/5/15</i>
Anne Morris	Coordinator of Assessments	LEA		<i>Anne Morris</i>	<i>6/5/15</i>
<i>Sally Weber</i>	<i>CEC Consultant</i>	<i>CEC</i>		<i>Sally Weber</i>	<i>6/5/15</i>
<i>Mary McDonald</i>	<i>CEC Core Services Dir.</i>	<i>CEC</i>		<i>Mary McDonald</i>	<i>6/5/15</i>
<i>Paul Capps</i>	<i>CEC Senior Consultant</i>	<i>CEC</i>		<i>Paul Capps</i>	<i>6/5/15</i>

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**FY 2016 School Improvement Grant (SIG) Section 1003(g)  
Pre-Application Needs Assessment Process  
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Lanphier High School
DATE OF MEETING May 5, 2015	LOCATION OF MEETING 1300 N. 11th	

**PURPOSE OF MEETING  
Needs Assessment Meeting**

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Shelia Boozer	Director of T & L	186	<i>Shelia Boozer</i>	5/5/15
Artie Doss	Lanphier Principal	School	<i>Artie Doss</i>	5/5/15
Anne Morris	Coordinator of Assessment	186	<i>Anne Morris</i>	5/5/15
Larry Zobrist		ROE	<i>Larry Zobrist</i>	5/5/15
Cheree Morrison	Director of Secondary Programs	186	<i>Cheree Morrison</i>	5/5/15
Jennifer Gill	Superintendent of Schools	186	<i>Jennifer Gill</i>	5/5/15



FY 2016 School Improvement Grant (SIG) Section 1003(g)  
Pre-Application Needs Assessment Process  
LEA/School Stakeholders' Consultation Confirmation

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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Lanphier High School
DATE OF MEETING 5/5/15	LOCATION OF MEETING LHS - Room 114	
PURPOSE OF MEETING		

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Brenda Bucher	English Teacher	LHS	Brenda D. Bucher
Sarah Ford	SSS Teacher	LHS	Sarah K. Ford
Brandy Stubblefield	Soc Science Teacher	LHS	Brandy Stubblefield
Cheree Morrison	Dir of Sec Schools Prog	1900	Cheree Morrison
Lyn Williams	Asst Principal	LHI	Bra With
Shelie Booser	Director T+Learning	1906	Shelie Booser
Artie Doss	Principal	LHS	Artie Doss
Scott Winders	Math Teacher	LHS	Scott Winders
Teresa Kaiser	School Imp Coach	LHS	Teresa Kaiser
Kelli Parnyok	Teacher/PBS	LHS	Kelli Parnyok

**FY 2016 School Improvement Grant (SIG) Section 1003(g)  
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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Matheny-Withrow Elementary School, Lee School
DATE OF MEETING April 24, 2015	LOCATION OF MEETING 1900 W. Monroe	

PURPOSE OF MEETING  
Plan for Needs Assessment Meeting

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Shelia Boozer	Dir. of Teaching & Learning	186	Shelia Boozer	4-24-15
Sandy Davis	Adm Asst.	186	Sandy Davis	4-24-15
Cheree Morrison	Dir of Secondary	186	Cheree Morrison	4-24-15
Anne Morris	Assessment Coordinator	186	Anne Morrison	4-24-15
Gail Capps	Senior Consultant	CEC	Gail Capps	4-24-15



**FY 2016 School Improvement Grant (SIG) Section 1003(g)  
Pre-Application Needs Assessment Process  
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Matheny-Withrow Elementary School, Lee School
DATE OF MEETING April 28, 2015	LOCATION OF MEETING 1900 W. Monroe	

PURPOSE OF MEETING  
Needs Assessment Meeting

PARTICIPANTS				
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
Cheryl Monn	Dir Secondary	Dist 186	Cheryl Monn	4/28/15
Crystal Watkinson	President	SEA	Crystal Watkinson	4-28-15
Lawrence Baker	SSS Director	SPS 186	Lawrence Baker	4-28-15
Matthew Berberet	Principal Lee	Lee	Matthew Berberet	4/28/15
Don Jenkins	Transition Coordinator	Lee	Don Jenkins	4-28-15
Shelva Booger	Director TEL	1900 Dist 186	Shelva Booger	4-28-15
Kathy Baker	Principal	Matheny	Kathy Baker	4-28-15
Jamie Berberet	Rdg. teacher	Matheny-Withrow	Jamie Berberet	4-28-15
Kathy Brady Hanken	Kdg. Teacher	Matheny-Withrow	Kathy Brady Hanken	4-28-15
Jamie Gill	Superintendent	1900	Jamie Gill	4-28-15

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**PURPOSE OF MEETING**  
Needs Assessment Meeting

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**FY 2016 School Improvement Grant (SIG) Section 1003(g)  
Pre-Application Needs Assessment Process  
LEA/School Stakeholders' Consultation Confirmation**

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DISTRICT NAME AND NUMBER Springfield District #186	REGION, COUNTY, DISTRICT, TYPE CODE 510841860250000	NAME OF SCHOOL Matheny-Withrow Elementary School, Lee School
DATE OF MEETING April 28, 2015	LOCATION OF MEETING 1900 W. Monroe	

PURPOSE OF MEETING  
Needs Assessment Meeting

PARTICIPANTS			
NAME	TITLE/POSITION	REPRESENTING	SIGNATURE
Sandy Davis	AA	District 186	Sandy Davis
Gail Capps	Senior Consultant	CEC	Gail Capps
Rene Johnson	Dist. Coordinator	186	Rene Johnson
Emily Burton	Spec. Ed. teacher	Lee	Emily Burton
Jilly Weber	Consultant	CEC	Jilly Weber
Debbie Thomas	Dist. Coordinator	186	Debbie Thomas
Charlotte Black	Rel. Coord.	186	Charlotte Black
Mike Zimmerman	School Bd.	186	Mike Zimmerman
Angela Burris	Accountant / Bus Off.	186	Angela Burris
Anne Morris	Coord.	186	Anne Morris