



Illinois State Board of Education


100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

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

March 2011

TO: Eligible Applicants

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

SUBJECT: **REQUEST FOR PROPOSALS (RFP):** FY 2012 School Improvement Grant - Section 1003(g) School Improvement Grants under Section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA SIG) and School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA SIG)

General Information

Eligible Applicants: Local educational agencies (LEA) that have one or more Tier I and/or Tier II schools as described below are eligible to apply. An eligible school district may apply for a SIG on behalf of one or more qualifying schools.

While Tier III schools are eligible for participation in SIG under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), they are not eligible at this time, under this RFP, so that priority for funding may be given to Tier I and Tier II schools.

A Tier I school:

- Is a Title I school in federal improvement, corrective action, or restructuring that:
 - Is within the lowest achieving 5% of Title I schools in the state in improvement, corrective action, or restructuring based on a three (3) year average (i.e., from 2008-2010) performance of the "All" student groups' category for the percent meeting/exceeding standards in reading and math combined (i.e., 18.0% or less); and
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school that:
 - Has an average graduation rate as reported in the Interactive Illinois Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010).

A Tier II school:

- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:
 - Is within the lowest achieving 5% of secondary schools in the state that are eligible for, but do not receive Title I funds, based on the three (3) year average (i.e., from 2008-2010) performance of the “All” student groups’ category for the percent meeting/exceeding standards in reading and math combined (i.e., 37.8% or less); and
 - Demonstrates lack of progress; **or**
- Is a secondary school that is eligible for, but does not receive, Title I, Part A funds that:
 - Has an average graduation rate, as reported in the Interactive Illinois Report Card, of less than 60% over each of the last three (3) years (i.e., from 2008-2010).
- Is a Title I secondary school in federal improvement, corrective action, or restructuring that does not qualify as Tier I that:
 - Is no higher achieving than other Tier II schools (i.e., 37.8% or less), based on the three (3) year average (i.e., from 2008-2010) performance of the “All” student groups’ category for the percent meeting/exceeding standards in reading and math combined; and
 - Demonstrates lack of progress; **or**
- Is a Title I secondary school in federal improvement, corrective action, or restructuring that does not qualify as Tier I that:
 - Has an average graduation rate, as reported in the Interactive Illinois Report Card, of less than 60% over the last three (3) years (i.e., from 2008-2010).

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

Persistently lowest achieving schools: Describes the lowest achieving 5% of schools in the state based on the three (3) year average of the “All” student groups’ category for the percent meeting/exceeding standards in reading and math combined and that demonstrate a lack of progress.

Lack of Progress: A school demonstrates a **lack of progress** if there:

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

Secondary School: As defined in Section 22-22 of the School Code (105 ILCS 5/22-22), a secondary school is an attendance center serving students in any combination of grades 9 through 12 (although it may also have students enrolled in grades below grade 9).

Pursuant to the *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA)*, located at <http://www2.ed.gov/programs/sif/faq.html>, the Illinois State Board of Education (ISBE) has generated eligibility lists respective of Tiers to include the districts and their schools that meet at

least one of the Tier I or Tier II criteria strands described above. These eligibility lists are posted at http://www.isbe.state.il.us/sos/htmls/sip_1003.htm.

If school district officials believe they qualify with one or more Tier I and/or Tier II schools, and are not included on the eligibility lists, they should contact ISBE in writing at the e-mail address provided in the *Contact Person* section of this RFP.

Grant Award: Annual grant awards to LEAs will range from not less than \$50,000 to \$2 million per participating Tier I and Tier II school, subject to available funds. Actual allocations will be based on the intervention model chosen and state education agency (SEA) guidelines. It is anticipated that grants will be available for two additional one-year continuation periods, except in the case of school closure.

The total amount of funding available is \$100 million. For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this program are derived from federal sources.

Payment under this grant is subject to receipt of funds from the U.S. Department of Education (ED) to ISBE. Furthermore, payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly for the program. Obligations of ISBE will cease immediately without further obligation should the agency fail to receive sufficient federal funds for this program. This grant is funded partially by 1003(g) ARRA funds. Submission of an application for this grant is an acknowledgement of all reporting requirements pursuant to the American Recovery and Reinvestment Act of 2009, section 1512.

Grant Periods: The grant period will begin no sooner than May 1, 2011 and will extend from the execution date of the grant agreement until June 30, 2012 (FY 2012). Two continuation periods are anticipated—July 1, 2012 to June 30, 2013 (FY 2013) and July 1, 2013 to June 30, 2014 (FY 2014).

Funding in the subsequent two continuation periods will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.

Application Deadline: Mail the original proposal, five paper copies, and twelve compact discs (CDs) containing an electronic copy in PDF or Microsoft Word® files to the address below to ensure receipt no later than **4:00 p.m. on May 2, 2011.**

Martha Woelfle
School Improvement Grants
Illinois State Board of Education
Division of Innovation and Improvement, N-242
100 North First Street
Springfield, Illinois 62777-0001

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

Springfield Office
Information Center
1st Floor
100 North First Street

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

Webinars: ISBE staff will offer the following webinar to support applicants with the completion of their proposals.

Bidders' Webinar: Interested applicants are invited to join an informational webinar related to specific proposal requirements on **April 4, 2011**. Registration information is available at <https://www1.gotomeeting.com/register/461632209>. Applicants are not required to participate in the webinar in order to submit a proposal.

All questions and answers from the webinar will be posted to http://www.isbe.net/sos/htmls/sip_1003.htm and will remain available until the proposal due date. Applicants are advised to access this information before submitting a proposal.

In addition, in anticipation of the 2012 SIG 1003(g) application, ISBE provided several webinars to support applicants with the completion of their proposals. These webinars are archived on the Innovation and Improvement website available at http://www.isbe.net/sos/htmls/sip_1003.htm. A description of each webinar follows. Applicants were not required to participate in the webinar in order to submit a proposal.

1. **FY 2012 SIG 1003(g) Needs Assessment Webinar:** This archived webinar reviews each section of the required Needs Assessment, as found at http://isbe.net/sos/pdf/43-45L_pre_app_needs_assessment.pdf, and is the first step in the application process for the 1003(g) School Improvement Grant. The Needs Assessment is designed to help pinpoint the areas in which a district needs to focus and prioritize its resources in order to significantly improve student achievement.
2. **FY2012 SIG 1003(g) Budget Development Webinar:** This webinar provides detailed information related to the LEA and Individual School budgets for the FY 2012 SIG 1003(g) grant applications.

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

Contact Person: For more information on school improvement grants, contact Martha Woelfle (Marti) at 217-524-4832 or mwoelfle@isbe.net.

Background and Program Specifications

School Improvement Grants (SIG), as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), are made available from ED to state education agencies (SEAs) to provide subgrants to local education agencies (LEAs) for use in Title I schools and Title I eligible secondary schools identified for improvement, corrective action, or restructuring. In awarding such grants, ISBE will give priority consideration to those LEAs that demonstrate the greatest need for school improvement funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended by the interim final requirements published in the [Federal Register](#) in October 2010, school improvement funds are to be focused on Tier I and Tier II schools as defined in the *Eligible Applicants* section, beginning on page 1, of this RFP.

The American Recovery and Reinvestment Act CFDA (Code of Federal Domestic Assistance) number for the ARRA SIG is 84.388A, and the Award Number is S388A090014. The School Improvement Grant 1003(g) CFDA number for the ESEA SIG is 84.377A, and the award number is S377A090014. Grants funded under 84.388A are funds made available through the ARRA and thus will be subject to additional reporting requirements.

Note: ISBE does not expect to have sufficient funds for all Tier I and II schools that are eligible, and therefore, will only send out applications for Tier III after eligible Tier I and II schools are funded.

The purpose of the grant is to assist the state's lowest performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to **raise substantially** the achievement of their students so as to enable the schools to **make adequate yearly progress** and **exit improvement status**. For each of the Tier I and Tier II schools included in the proposal, the LEA must utilize one of four approved school intervention models listed below. Further explanation and details about each model are provided in Appendix A, and webinars detailing each model are available at the Center on Innovation and Improvement website <http://www.centerii.org/webinars/>.

Intervention Models

1. Turnaround Model
2. Restart Model
3. School Closure
4. Transformation Model

Lead Partner

LEAs that are awarded SIGs are required to work with a Lead Partner to implement their selected intervention model. The State Superintendent has approved, through the procurement process, a number of organizations with demonstrated records of success in supporting academically underperforming schools. In effect, these selected organizations are referred to as *Lead Partners*, and are ISBE approved to subcontract and work with LEAs and schools receiving SIGs.

Lead Partners are organizations that have served as national and state leaders in school improvement efforts, and have been selected to lead and oversee the implementation of the school intervention models. Both the LEA and Lead Partner will share accountability for the successful implementation of the selected intervention model, with the ultimate goal to substantially raise student achievement. Lead Partners are responsible for working with the LEA to implement a coherent, whole school reform that integrates structural and programmatic interventions. A Lead Partner must be prepared to provide daily on-site support, leadership, and assistance in the served school and LEA. An overview of each Approved Partner is located at <http://www.isbe.state.il.us/apl/default.htm>. A district must identify a Lead Partner for

each school submitted in the application. The same Lead Partner is not required for each school in a district's application. In other words, the district may elect to contract with a separate and unique Lead Partner for each eligible school included in the application.

ISBE staff highly recommends that an LEA identifies a Lead Partner prior to submitting its proposal and includes pertinent information about the identified Lead Partner in the proposal. However final selection of a Lead Partner is not a requirement for submission of a proposal. The LEA may select a Lead Partner after award notifications are made by ISBE; however, a detailed Memorandum of Understanding (MOU) outlining services, deliverables, and associated costs between an awarded LEA and its selected Lead Partner must be submitted to ISBE prior to execution of a final grant agreement. The initial contract period for Lead Partners must coincide with and may not exceed the initial grant period (i.e., FY 2011 pre-implementation phase and FY 2012 implementation phase) established for SIG recipients by ISBE. The MOU must include terms of performance including, at a minimum, measurable and time-specific services to be provided, and it must include financial terms that establish, at a minimum, the amounts to be paid for services rendered. LEAs are directly responsible for paying the selected Lead Partners pursuant to their executed contracts. In all cases, the agreement must maintain the contractual authority for the LEA to terminate contracts with Lead Partners when identified benchmarks are not achieved, and/or specific outcomes are not accomplished. All contractual terms must align with the SIG 1003(g) requirements, and all Lead Partners must implement their services in accordance with the LEA's approved grant agreements. All LEAs and Lead Partners will be required to participate in data collection, evaluation, and reporting activities specified by ISBE so that successful strategies can be determined and shared throughout the State.

LEAs are encouraged to partner with an organization listed on the Illinois Approved Partner List, available at <http://www.isbe.net/apl/default.htm>. LEAs desiring to use a provider not included on the Illinois Approved Partner List must obtain approval from ISBE prior to the execution of a subcontract funded with SIG funds. In the request for approval, the LEA must include a description of how they recruited, screened, and selected the Lead Partner (The LEAs procurement policies must be followed to identify a potential Lead Partner). Once an entity is identified, the proposed Lead Partner is required to submit an application to ISBE in which they detail their experiences and record of success in supporting academically underperforming schools.

Waivers

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

- Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement status timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Reporting and Evaluation

LEAs awarded a SIG must participate in all evaluation and reporting activities conducted by ED and ISBE which 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;

- Reporting progress on the ED identified nine (9) leading indicators and eighteen (18) metrics;
- Submitting annual continuation application.

Monitoring

ISBE will monitor each grantee to ensure effective implementation of the proposed activities in the selected school intervention models. The student achievement goals (see Attachment 4) identified under the Improvement Goals section of this RFP as well as the (18) eighteen metrics (identified in Part II of the Needs Assessment Packet) as identified by ED will serve as the basis for all monitoring activities. The Needs Assessment Packet is available at http://isbe.net/sos/pdf/43-45L_pre_app_needs_assessment.pdf.

Fiscal Information

Funding for SIG is made available from section 1003(g) of Title I of the ESEA and from section 1003(g) of ARRA. The total amount of SIG funding available to LEAs under this RFP is approximately \$80 million. Individual grant awards to LEAs will range from not less than \$50,000 to not more than \$2 million annually, per participating Tier I and Tier II school. The amount of funding requested by the LEA must be commensurate to its capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools. Annual funding requests must be of sufficient size and scope to implement the selected school intervention models. The total annual LEA funding request, however, may not exceed the number of participating Tier I and Tier II schools multiplied by \$2 million.

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

Grant funds are projected to be available for three (3) grant periods including FY 2012, FY 2013, and FY 2014. After the initial award, grantees may apply for two additional, one-year periods of funding subject to sufficient federal funding for the program, progress toward meeting defined school goals, progress toward leading indicators, and effective implementation of selected intervention models.

The LEA must propose FY 2012 implementation budgets for district-level activities as well as school-level activities for each participating Tier I and Tier II school. FY 2011 pre-implementation budgets for both district-level activities as well as school-level activities for each participating Tier I and Tier II school must be included in the proposal for those applicants engaging in pre-implementation activities. Applicants must use the budget forms provided (Attachments 6 and 9) to submit proposed budgets for FYs 2011 and 2012. Budget forms are titled according to these criteria. Applicants are advised to identify appropriate budget forms and prepare accordingly. Budgets must indicate the amount of SIG funds the LEA will use to:

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

In addition to the LEA and individual school proposed budgets for FY 2011 pre-implementation activities, where applicable, and FY 2012 implementation activities, applicants must also provide a Three Year Budget Summary (Attachment 5) to include *proposed* costs for year 1 pre-implementation and/or implementation as well as *projected* cost amounts for year 2 (i.e., FY 2013) and year 3 (i.e., FY 2014) that are based on the proposal narratives.

The LEA may use up to 5% of the total grant award for LEA administrative costs associated with the oversight and administration of the grant. Expenditures should be in accordance with Office of Management and Budget's reasonable

and necessary guidelines available at http://www.whitehouse.gov/omb/circulars_a087_2004. Indirect costs are not permissible.

Use of Funds

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

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

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

SIG 1003(g) funds must be tracked and reported separately from the Title I, Part A funds and the ARRA Section 1003(a) School Improvement Grant. 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 are used for the Title I Basic grant award or Section 1003(a) School Improvement Grant.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent specifically on implementation of one of the intervention models.

Overview of Application Process

- Step 1: Pre-Application Process – Assemble Team
- Step 2: Pre-Application Process – Needs Assessment Packet
- Step 3: LEA Application
- Step 4: Individual School(s) Application
- Step 5: ISBE Program Specifics, Certifications, and Assurances
- Step 6: Post -Application Process – Interviews with Finalist

Proposal Requirements

Step 1: Pre-Application Process – Assemble Team

Stakeholder Engagement: The LEA must consult with critical stakeholders including local school board members, teachers' union representatives, school staff, parents, and community representatives as well as their identified Lead Partner regarding the proposal and the implementation of a school intervention model in each participating Tier I and Tier II school. Applicants must complete an *LEA Stakeholders Consultation Confirmation* form for **each** meeting that involves stakeholders (see Attachment 10 for the form) and submit the completed forms with the proposal.

Step 2: Pre Application Process – Needs Assessment Packet

The **FY 2012 SIG 1003(g) Needs Assessment** is the next step in creating a comprehensive school improvement reform strategy to support the LEA's FY 2012 School Improvement Grant application. For each Tier I and Tier II school the LEA commits to serve, it must demonstrate that it has analyzed the needs of each school and, based on the analysis, selected one of the four approved intervention models for each school. In general, the Needs Assessment will help the LEA pinpoint the areas in which a district needs to focus and prioritize its resources in order to significantly improve student achievement.

The Needs Assessment will help the LEA:

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

In an effort to assist the LEA with their analysis, the Needs Assessment Packet is available at http://www.isbe.state.il.us/sos/htmls/sip_1003.htm. The packet must be completed and submitted with the proposal.

Step 3: LEA Application

Attachment 1 – Application Cover Page

Attachment 2 – Tier I and Tier II Intervention Model Selection for Schools. The LEA must identify each Tier I and Tier II school the LEA has the capacity to serve and identify the school intervention model that the LEA commits to use in each Tier I and Tier II school. An LEA that has nine (9) or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools. Applicants are required to provide an identification number for each participating school. School NCES ID numbers can be accessed at the National Center for Education Statistics website at <http://nces.ed.gov/ccd/schoolsearch>. The School NCES ID numbers are also listed on the Innovation and Improvement School Improvement Grant website at http://www.isbe.net/sos/htmls/sip_1003.htm.

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

- Waive section 1116(b) (12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to “start over” in the school improvement status timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Attachment 3 – Eligible but Not Served Tier I and II Schools. The LEA must identify all schools that are eligible to be served with the SIG grant but for which the district has chosen not to make application. Where applicable, the LEA must explain, using Attachment 3 why it lacks the capacity to serve all eligible Tier I schools.

Attachment 4 – Annual Improvement Goals and Objectives. The LEA must hold participating Tier I and Tier II schools accountable for improving student achievement. Toward that end, the LEA must identify specific, measurable, attainable, realistic, and time bound (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PSAE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant. Applicants must complete the *LEA Goals and Objectives* forms and submit them with the proposal.

Attachment 5 – Three Year Budget Summary. The LEA must submit a three year budget that covers both LEA and school expenses. The budget should be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

Attachment 6 – LEA Comprehensive Budget-Year 1 Pre-Implementation. The LEA Comprehensive Budget for Year 1 reflects the **COMBINED** project costs for both the Year 1 LEA Budget and the Year 1 Individual School Budget(s) for pre-implementation activities.

Attachment 6A – LEA Budget – Year 1 Pre-Implementation. The LEA Budget for Year 1 reflects just the district level anticipated project costs for pre-implementation.

Attachment 6B – LEA Detailed Budget Summary Breakdown Year 1 Pre-Implementation. The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs for pre-implementation.

Attachment 6C – LEA Comprehensive Budget-Year 1 Implementation. The LEA Comprehensive Budget for Year 1 reflects the **COMBINED** project costs for both the Year 1 LEA Budget and the Year 1 Individual School Budget(s).

Attachment 6D – LEA Budget – Year 1 Implementation. The LEA Budget for Year 1 reflects just the district level anticipated project costs.

Attachment 6E – LEA Detailed Budget Summary Breakdown Year 1 Implementation. The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

LEA Proposal Abstract and Narrative Requirements

The completed proposal will include one LEA narrative and a narrative for each school requesting funding. The LEA must prepare the Proposal Abstract and Narrative Requirements according to the following specifications.

- Pages must be 8.5” x 11” with print on one side only and 1” margins at the top, bottom, and both sides of the page;
- Text in the proposal narratives must be typed and double spaced;
- Font must be 11-points or larger;
- Pages must be consecutively numbered;
- Page headers that identify the applicant (i.e., Region-County-District-Type Code, district name, and school name as appropriate) on the proposal narratives and appendices must be included;
- Text in the attachments must be typed on the interactive forms provided.

LEA Proposal Abstract: The LEA must briefly describe the district and school(s) context and then explain the overarching tenets of the proposed reform strategy, highlighting the structural and programmatic changes that will occur and how the LEA will build on existing practices to ensure successful implementation of each selected intervention model. **Do not exceed 5 pages.**

LEA Narrative: Provided below is an outline by section, letter, and number that will assist in sequencing the narrative response. Organize the narrative response text following the outline, by section, then letter(s) and numbers. The required components correspond to the criteria and point values that will be used to evaluate proposals (see Criteria for Review and Approval of Proposals section of this RFP). Applicants are advised to review those criteria before completing proposal narratives. **The LEA Narrative should not exceed 35 pages.**

Section I: Overview and Rationale

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- A. Demonstrate that it has analyzed the needs of each school and selected an intervention model for each school. Complete and attach to the proposal Part III of the *FY 2011 School Improvement Grant 1003(g) District Needs Assessment Packet*. In addition respond to each of the items below:
 1. Describe the process the LEA utilized to complete the Needs Assessment Packet and explain how the analysis informed the selection of an intervention model for each school.
 2. Describe the actions the LEA has taken or will take to modify its practices or policies, if necessary, to enable its schools to implement the interventions, fully and effectively, detailing how the LEA will work with the local school board and teachers' union to accomplish necessary changes specifically related to:
 - a. Teachers and Leaders;
 - b. Instructional and Support Strategies;
 - c. Time and Support; and
 - d. Governance.
 3. Describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to *each* Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected (e.g., if the LEA has selected the turnaround and transformation models, explain how the LEA will help schools fulfill the required activities for each model).
- B. List the annual goals for student achievement on the ISAT and/or the PSAE in both reading/language arts and mathematics that the LEA has established for each of its Tier I and Tier II schools that receive school improvement funds (see Attachment 4). Goals must be specific, measurable, attainable, realistic and time bound (SMART). Explain how the LEA arrived at these goals and how the LEA plans to monitor its Tier I and Tier II schools that receive school improvement funds to help ensure timely progression towards identified goals and the (18) eighteen metrics designated by ED, which are identified in Part II of the Needs Assessment.

Section II: Proposed Activities

Applicants must **describe the actions** the LEA has taken, or will take, to implement a school intervention model for each participating Tier I and Tier II school. Activities must be consistent with the final requirements outlined by ED and ISBE. The following resources are provided to assist applicants with this section:

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

- A. Describe actions the LEA has taken, or will take, to design and implement interventions consistent with the SIG 1003(g) final requirements. In the description be specific about what items the district will address versus the Lead Partner.
1. Identify if the LEA is replacing the principal. If the principal is new or returning, detail how the LEA evaluated the principal's knowledge, skills, and abilities to successfully lead the selected intervention model.
 2. Outline the type of operational flexibility (i.e. staffing, calendars/time, and budgeting) the LEA will grant to the principal to fully implement the selected intervention model.
 3. Describe how the LEA plans to evaluate all existing staff in the targeted school(s) in order to identify and place only the individuals that demonstrate the greatest potential to successfully implement the intervention model. If the selected intervention model is turnaround, also describe the process the LEA will use to replace 50% of the staff.
 4. Discuss the LEA's plans to develop, in cooperation with its teachers and if applicable, the bargaining representatives of its teachers, a rigorous, transparent, and equitable evaluation system for teachers and principals that incorporates student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 found at <http://www.ilga.gov/legislation/publicacts/96/096-0861.htm>. In addition, describe how this evaluation system will be used to identify and reward school leaders, teachers, and other staff who improve student outcomes and remove those who do not.
 5. Describe how the LEA plans to utilize strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.
 6. Detail how the LEA will increase learning time for all students by lengthening the school day, week and/or year to significantly increase the total number of school hours to include additional time for:
 - a. instruction in core academic subjects;
 - b. instruction in other subjects and enrichment activities that contribute to a well-rounded education; and
 - c. teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
 7. Explain how the LEA will use data to identify and implement comprehensive, research based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards.
 8. Outline how the LEA will establish strategies that improve student transition from middle to high school (*Does not apply to the turnaround or closure models*).
 9. Describe how the LEA will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
 10. Detail the governance structure that will be put in place to oversee the successful implementation of the selected intervention model. Address any district reconfiguration that will occur to support grant implementation (e.g., transformation office/officer, turnaround office/officer). In an appendix to the proposal, provide detailed job descriptions with duties and required qualifications for newly created positions. List the names and positions of key staff involved at both the district level and school level

that will help ensure successful implementation of the reform model (i.e., central office turnaround manager, principal, reading coach, intervention specialist, and school improvement coordinator) and any other positions that would be paid with SIG funds. In addition, include an organizational chart that depicts the chain of command between the Lead Partner, district, and transformation/turnaround office.

11. Describe how the LEA screened and selected the Lead Partner and include, where applicable, letter(s) of intent from the partnering organization. Describe the measurable outcomes and time specific services the LEA will receive from the selected partner.

12. Explain how the LEA will align other resources with the grant funds to leverage the intervention.

B. Describe whether or not the LEA plans to use FY 2012 SIG funds prior to the 2011-2012 school year (pre-implementation period) to carry out activities to help the LEA prepare for full implementation in the following school year (For a description of allowable activities refer to section J of the SIG Guidance).

Section III: Level of Commitment

The LEA must:

A. Explain the process it used to consult with stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Include with the final submission the LEA/School Stakeholders' Consultation and Confirmation forms used to document meetings with key stakeholders (see Attachment 10).

B. Describe the level of support from key stakeholders for the LEA's SIG proposal. The LEA may include letters of support, as applicable. Letters of support from the local school board, teachers' union, school staff, partnering organizations, parents, community members, and other stakeholder groups should describe the nature and level of support and will be considered most relevant in the evaluation of proposals.

C. Provide a detailed explanation of how parents and the community were given notice of intent to submit a SIG application. Describe the LEA's plan to support ongoing collaboration efforts and communication with staff, families, and the community.

Section IV: Timeline and Budget

A. Complete Attachments 5 and 6 A-E. The LEA budgets should identify activities that align to the schools' needs and be sufficient enough to fully and effectively implement the activities related to the selected intervention(s) model.

B. Include a timeline delineating the steps the LEA will take to implement the selected school intervention model in each Tier I and Tier II school identified in the application. The timeline must span the entire term of the grant (i.e., through June 30, 2014) and focus on district-level activities that will support the implementation of the intervention models. The timeline must identify activities related to pre-implementation, implementation, and monitoring, and highlight activities described in the previous sections.

C. Explain how the LEA plans to sustain the reform efforts after the grant funding ends. Provide a sustainability plan with a corresponding timeline that forecasts at least three years beyond the completion of the grant.

Step 4: Individual School(s) Application

Attachment 7 – Applicant Cover Page for Individual School.

Attachment 8 – Individual School Strategies. For each school application, the applicant must describe the school level strategies that will be put in place to support the attainment of each LEA goal (see Attachment 4).

Attachment 9 – Individual School Budget – Year 1: Pre-Implementation. The Individual School Budget for Year 1 reflects the school level anticipated project costs associated with pre-implementation.

Attachment 9A – Individual School Detailed Budget Summary Breakdown Year 1: Pre-Implementation. The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and costs associated with pre-implementation.

Attachment 9B – Individual School Budget – Year 1: Implementation. The Individual School Budget for Year 1 reflects the school level anticipated project costs associated with implementation.

Attachment 9C – Individual School Detailed Budget Summary Breakdown – Year 1: Implementation. The Detailed Budget Summary Breakdown includes expenditure descriptions, itemization, and associated costs.

Individual School Abstract(s) and Narrative(s) Requirements

- Pages must be 8.5” x 11” with print on one side only and 1” margins at the top, bottom, and both sides of the page;
- Text in the proposal narratives must be typed and double spaced;
- Font must be 11-points or larger;
- Pages must be consecutively numbered;
- Page headers that identify the applicant (i.e., Region-County-District-Type Code, district name, and school name as appropriate) on the proposal narratives and appendices must be included;
- Text in the attachments must be typed on the interactive forms provided.

School Proposal Abstract: Briefly describe the school demographics and current performance trends pinpointing overarching needs of the school. Explain the type of change leadership and stakeholders envision for the school if they receive this grant. **Do not exceed 5 pages.**

School Narrative: Provided below is an outline by section, letter, and number that will assist in sequencing the narrative response. Organize the narrative response text following the outline, by section, then letter(s) and numbers. The required components to be included in the proposal correspond to the criteria and point values that will be used to evaluate proposals (see Criteria for Review and Approval of Proposals section of this RFP). Applicants are advised to review those criteria before completing proposal narratives. The information below must be provided for each school for which the LEA is seeking SIG funding. Provide all requested documentation for **each school** seeking funding. **The School Narrative should not exceed 20 pages.**

Section I: Overview and Rationale

For each Tier I and Tier II school the LEA seeks to fund, the LEA must:

- A. Describe how the school’s performance data and information gleaned from the Needs Assessment Packet informed the selection of the intervention model for this school and provide the rationale for selecting the identified model. (Note: Include Part I and II of the Needs Assessment with the school application).
- B. Describe the role the selected Lead Partner will take in the school and delineate specific services that will be provided to successfully implement the selected school intervention model.
- C. List positions, titles, and the names of individuals involved in the oversight of the grant at the school level. In an appendix to the proposal, provide official (qualifications/certifications and duties) job descriptions for any newly created positions that are affected by the intervention models selected (e.g., principal, reading coach, intervention specialist, school improvement coordinator, etc.). Indicate the full-time equivalency (FTE) or the percentage of time that each staffer will dedicate to the oversight of the intervention model at the school. Provide the name of the person who will monitor and evaluate the progress of this initiative.

Section II: Proposed Activities

Describe the proposed activities that address the intervention model chosen for this school. Refer to Appendix A for information on the required activities for each model.

- A. Describe the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations for student learning.
- B. Describe how the school will collect, analyze, and share data among school staff and the LEA. Include how the school will ensure that all administrators and teachers in the school are able to access and monitor each student's progress. Describe when and how school staff will analyze data to make necessary instructional modifications, enhance support services, or identify interventions.
- C. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address how the applicant will ensure equity and access for all students including, but not limited to, students with disabilities, English language learners, and students in at risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
- D. Describe how instructional practices will be aligned with assessment practices to measure student progress. Provide details about how the school will adjust instruction based on progress monitoring and collected data results. Include the process that will be used to make curriculum modifications. Include an outline of assessments used by grade level. A chart that summarizes this information may be included as an appendix to the proposal.
- E. Describe any support service(s) or interventions that will be put in place at the school to ensure full implementation of the selected model. Discuss the process that will be put in place to identify school-level needs and to ensure that high quality support and interventions are present.
- F. Describe the school-level, job embedded professional development that will occur to support the implementation of the selected model. Discuss how the approach will support all staff and how individual staff needs will be identified and addressed. Describe how the school will initiate and support collaborative efforts among staff such as grade level meetings, teacher inquiry, and learning communities.
- G. Describe how the school communicated its vision and goals to the school staff, families, and the community. Provide details of ongoing, continuous communication with the staff, families, and the community regarding status and progress of school improvement efforts.

Section III: Timeline & Budget

- A. Complete budget Attachments 9 and 9A for any pre-implementation activities that will occur. All of the school budget pages should identify activities that align to the school's needs and be sufficient enough to fully and effectively implement the activities related to the selected intervention(s) model.
- B. Include a timeline delineating the steps the school will take to implement the selected school intervention model. The timeline must span the entire term of the grant (i.e., through June 30, 2014) and focus on school-level activities that will support the implementation of the intervention models. The timeline must identify activities related to pre-implementation, implementation, and monitoring.

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

Attachments 11 – 16C – Appropriate LEA officials must provide required signatures. Certifications and assurances contain important information and compliance requirements. As such, officials are encouraged to read the terms of the agreement carefully prior to signing.

Step 6: Post Application Process

ISBE staff will conduct face to face interviews with SIG 1003(g) finalists in order to determine recommendations for grant recipients. Time and date of interviews will be provided to finalist after the initial review. Applicants should refer to the “Criteria for Review and Approval of Proposals” section of this RFP for specific information about how finalists are determined.

Directions for Proposal/Application Submission

Each proposal must be submitted according to the specifications and format outlined below. **Substantively incomplete proposals will not be considered.** Each proposal must include an LEA Proposal Abstract with Narrative and an Individual School Abstract and Narrative for **each** participating Tier I and Tier II school.

Proposals with spiral binding or submitted in binders will not be accepted. Prior to submission, use the following as a checklist to assemble, in the following order, your completed proposal.

Sequence for Assembling the SIG Proposal

LEA Application

1. **Attachment 1: Application Cover Page** must be signed by the district superintendent, or official authorized to submit the proposal on behalf of the LEA, and the president of the local school board.
2. **Attachment 2: Tier I and Tier II Intervention Model Selection for Schools** Identify each school for which the LEA is seeking funding in the application and the intervention model selected for that school and complete the waiver option.
3. **Attachment 3: Eligible but Not Served Tier I and Tier II Schools.** Identify schools that are eligible to receive the SIG grant, but the LEA is not applying to serve; give the reason for their exclusion.
4. **Attachment 4: Annual Improvement Goals and Objectives.** Identify specific, measurable, attainable, realistic and time bound (SMART) goals relevant to student achievement on the Illinois Standards Achievement Test (ISAT) and/or the Prairie State Achievement Examination (PSAE) in both reading/language arts and mathematics. LEA goals and objectives must be included for each year of the grant.
5. **LEA Abstract**
6. **Part III of the Needs Assessment Packet**
7. **LEA Narrative**
8. **Attachment 5: Three Year Budget Summary.** Provide a summary of budget amounts for the LEA and individual school(s) to include *proposed* costs for year 1 pre-implementation and/or implementation as well as *projected* budget amounts for year 2 (i.e., FY 2013) and year 3 (i.e., FY 2014) that are based on the proposal narratives.
9. **Attachment 6: LEA Comprehensive Budget-Year 1 Pre-Implementation.** This budget combines costs from the LEA budget and all proposed school budgets for year 1 pre-implementation activities. The payment schedules must be based on the projected date of expenditures and be in accordance with ISBE’s *State and Federal Grant Administration Policy and Fiscal Requirements and Procedures* handbook found at http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf (refer specifically to Section C: Procedures for Administration of Grants).
10. **Attachment 6A: LEA Budget – Year 1 Pre-Implementation.** This budget page identifies the LEA Budget for the district level anticipated project costs for pre-implementation activities.

11. **Attachment 6B: LEA-Detailed Budget Summary Breakdown – Year 1 Pre-Implementation.** Budget information must be submitted on the forms provided, and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA.
12. **Attachment 6C: LEA Comprehensive Budget-Year 1 Implementation.** This budget combines costs from the LEA budget and all proposed school budgets for FY 2012. The budgets must be submitted on the forms provided, and must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA.
13. **Attachment 6D: LEA Budget – Year 1 Implementation.** The LEA Budget for Year 1 reflects the district level anticipated project costs.
14. **Attachment 6E: LEA -Detailed Budget Summary Breakdown – Year 1 Implementation.** This budget includes the LEA budget only for FY 2012. Budget information must be submitted on the forms provided, and they must be signed by the district superintendent or official authorized to submit the proposal on behalf of the LEA.
15. **LEA Appendices:** Include the following information as appendices to the LEA proposal.
 - Appendix A:** A timeline delineating the steps the LEA will take to implement the selected school intervention model in each Tier I and Tier II school(s) identified in the application.
 - Appendix B:** Detailed job descriptions, with duties and required qualifications for newly created district positions.
 - Appendix C:** Letters of Support from local school board members, teachers’ union representatives, school staff, partnering organizations, and other stakeholder groups.
 - Appendix D:** LEA Stakeholder Consultation Confirmation (use Attachment 10).
16. **LEA Certifications and Assurances (Attachments 11-16C):** Each LEA applicant is required to submit one set of the following certifications and assurances. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - Attachment 11:** Program Specific Terms and Agreements for Tier I and Tier II schools.
 - Attachment 12:** Certifications and Assurances and Standard Terms of the Grant.
 - Attachment 13:** Certifications and Assurances for the American Recovery and Reinvestment Act of 2009.
 - Attachment 14:** General Education Provisions Act (GEPA).
 - Attachment 15:** Certifications Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion.
 - Attachment 16:** Certificate Regarding Lobbying.
 - Attachment 16 A, B, C:** Disclosure of Lobbying Activities.

Individual School(s) Application

17. **Attachment 7: Applicant Cover Page for Individual School.** Complete this cover page for each school for which the LEA is seeking funding.
18. **Attachment 8: Individual School Strategies.** Using the identified LEA goals in Attachment 4, describe the strategies the school level team will implement to help the LEA reach the identified goals.
19. **Individual School Abstract(s).**
20. **Individual School (s) Needs Assessment.** Attach Part I and Part II for each school’s application.
21. **Individual School Narrative(s).**

22. **Attachment 9: Individual School Budget – Year 1 Pre-Implementation.** Prepare a separate budget for each of the participating Tier I and Tier II schools for FY 2011. Use these forms to propose expenditures for school-level activities associated with pre-implementation. Budget information must be submitted on the interactive forms provided.
23. **Attachment 9A: Individual School Detailed Budget Summary Breakdown – Year 1 Pre-Implementation.** The Detailed Budget Summary Breakdown includes expenditure description, itemization and associated costs. Use this form to describe the items listed in the Budget Summary and Payment Schedule for each participating school.
24. **Attachment 9B: Individual School Budget – Year 1 Implementation.** Prepare a separate budget for each of the participating Tier I and Tier II schools for FY 2012. Use these forms to propose expenditures for school-level activities. Budget information must be submitted on the interactive forms provided.
25. **Attachment 9C: Individual School Detailed Budget Summary Breakdown – Year 1 Implementation.** The Detailed Budget Summary Breakdown includes expenditure description, itemization and associated costs. Use this form to describe the items listed in the Budget Summaries and Payment Schedules for FY 2012.
26. **Appendices:** Include the following information and appendices to the proposal.
- Appendix A:** A timeline delineating the steps the school will take to implement the selected school intervention model.
 - Appendix B:** A chart outlining grade level assessments.
 - Appendix C:** Detailed job descriptions, with duties and required qualifications for newly created positions.
 - Appendix D:** Individual School(s) Letters of Support. Include any letters of support from teachers’ union representatives, school staff, partnering organizations, and other stakeholder groups.

Criteria for Review and Approval of Proposals

For a detailed overview of the proposal scoring criteria, see the scoring rubrics in Appendices B and C (i.e., LEA and school respectively). In the LEA section of the scoring rubric, items identified by three asterisks (***) indicate capacity related criteria. In the school section of the scoring rubric, items identified by two asterisks (**) indicate readiness related criteria.

The scoring process occurs in two steps. In the first step, ISBE will add the *LEA Capacity Score* to the *School Readiness Score* to generate the *Capacity/Readiness Composite Score*. Applications with a *Capacity/Readiness Composite Score* lower than 154 will not be eligible for funding. If the *Capacity/Readiness Composite Score* is 154 or higher, ISBE will add the *Capacity/Readiness Composite Score* to the *General Composite Score*, which is comprised of the *LEA General Score* and the *School General Score* to generate the *Total School Score*. In cases where a district has multiple school applications, the *LEA's Capacity* and *General* scores will remain the same and be added to each school's *Readiness* and *General* scores. Thus producing different composite scores for each school, which in turn will generate different *Total School Scores* for each school the LEA seeks to fund.

In the second step, ISBE will then rank each school, based on the *Total School Score*, from highest to lowest. In order to identify grant finalists, ISBE will review the funding requests of each proposal, and finalists will include all schools that could potentially be recommended for funding, based on their rank and available funding. ISBE staff will conduct interviews with each finalist to further discuss and clarify proposed activities. Information gathered in the interviews will be used to make final determinations regarding which schools will be recommended for funding.

LEA Narrative Scoring Criteria

Section I: Overview and Rationale (70 Points)

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

Section II: Proposed Activities (140 Points)

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

Section III: Level of Commitment (30 Points)

The descriptions provide clear evidence of partner engagement and stakeholder collaboration to ensure full implementation of the selected model. Specific steps to ensure communication and collaboration is taking place with school staff, families, community members, the local school board, and the teachers' union to support the district's vision for improvement and systemic change is included in the narrative. All required activities specific to the model selected are directly addressed. Appendix A includes the intervention model information.

Section IV: Timeline & Budget (30 Points)

There is a timeline for the next three years that reflects implementation of the model selected. The timeline clearly includes progress monitoring or achievement benchmarking. The budget reflects a reasonable allocation of funds for district-level activities. The *Budget Summary Breakdown* addresses each specific item deemed necessary to fully implement the selected model and support the improvement efforts.

Individual School Narrative Scoring Criteria

Section I: Rationale (30 Points)

The proposal includes a thorough explanation of the need in the school. A detailed description of the needs assessment process is included. There is a comprehensive analysis of the school's performance and what will need to be in place to support the efforts of the selected model. Clear evidence of support for the selected school improvement efforts is provided.

Section II: Proposed Activities (70 Points)

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

Section III: Timeline and Budget (20 Points)

There is a timeline for the next three years that reflects implementation of the model selected. The timeline clearly includes progress monitoring or achievement benchmarking. The budget reflects a reasonable allocation of funds for school-level activities that support the school's SMART goals. *The Individual School Detailed Budget Summary Breakdown* addresses each specific item deemed necessary to fully implement the selected model and support the improvement efforts.

Requesting Reviewer Comments

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting Martha Woelfle. See the *Contact Person* section of this RFP for information.

Appendix A

Intervention Models

The information pertaining to the specific elements of each model comes from the United States Department of Education. Some aspects, such as use of funds for Response to Intervention, may not be applicable for Illinois grantees.

Turnaround model:

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

Restart model:

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

School closure:

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

Transformation model:

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

- (1) Developing and increasing teacher and school leader effectiveness.
 - (i) Required activities. The LEA must:
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
 - (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) 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;
 - (D) 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 aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 - (ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a schoolwide “response-to-intervention” model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) 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, 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.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must—

- (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
- (B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as—

- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (B) 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;
- (C) 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) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

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

Appendix B SIG 1003(g) LEA SCORING RUBRIC

SECTION I: OVERVIEW AND RATIONALE

DEVELOPMENT OF NEEDS ASSESSMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA has conducted a needs assessment and included the district-level capacity analysis with the proposal. The narrative describes a multi-step process involving community members, parents, board and union member(s), school leaders, and staff to analyze the needs of each school.</p> <p>LEA has provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA sufficiently explains why the other three intervention models were not selected.</p> <p>It is evident through the analysis of the LEA's capacity that the LEA either has the capacity to use the SIG funds to provide adequate resources to fully implement the selected intervention model(s) or has identified a way to increase its capacity.</p>	<p>LEA has conducted a needs assessment and included the district-level capacity analysis with the proposal. The narrative describes a multi-step process involving community members, parents, board and union member(s), school leaders, and staff to analyze the needs of each school.</p> <p>LEA has provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA does not sufficiently explain why the other three intervention models were not selected.</p>	<p>LEA has conducted a needs assessment and included the district-level capacity analysis with the proposal. The narrative describes a multi-step process involving community members, parents, board and union member(s), school leaders, and staff to analyze the needs of each school.</p> <p>LEA has not provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA does not sufficiently explain why the other three intervention models were not selected.</p>	<p>LEA has not conducted a needs assessment</p> <p>LEA has not provided a sufficient rationale that explains why the selected intervention model was chosen and how it aligns with the school's needs.</p> <p>The LEA does not sufficiently explain why the other three intervention models were not selected.</p>
<p>Number of Points Criteria #1: <u> /10 </u></p>			

NEEDS ANALYSIS: TEACHERS AND LEADERS***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly and with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Teachers and Leaders and addresses these issues <i>directly</i> with specific and bold plans. Collaboration with teachers union and school board are included in plan to address issues regarding Teachers and Leaders.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Teachers and Leaders and addresses these issues <i>directly</i> with specific and bold plans. There is evidence of collaboration with the teachers union and the school board. However the groups are not included in the plan to address issues regarding Teachers and Leaders.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates an understanding of key issues facing the LEA regarding Teachers and Leaders and addresses these issues <i>directly</i> with specific plans. There is evidence of collaboration either the teachers union or the school board but neither group is included in the plan to address issues regarding Teachers and Leaders.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Teachers and Leaders and/or does not address these issues <i>directly</i> with specific plans.</p> <p>There is no evidence of collaboration with the teachers union or the school board.</p>
<p>Number of Points Criteria #2: /10</p>			

NEEDS ANALYSIS: INSTRUCTIONAL SUPPORT***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly and with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Instructional Support and addresses these issues <i>directly</i> with specific, bold plans. Collaboration with teachers union and school board are included in plan to address issues regarding Instructional Support.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Instructional Support and addresses these issues <i>directly</i> with specific, bold plans.</p> <p>There is evidence of collaboration with the teachers union and the school board. However the groups are not included in the plan to address issues regarding Instructional Support.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Instructional Support and addresses these issues <i>directly</i> with specific plans.</p> <p>There is evidence of collaboration either the teachers union or the school board but neither group is included in the plan to address issues regarding Instructional Support.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Instructional Support and/or does not address these issues <i>directly</i> with specific plans.</p> <p>There is no evidence of collaboration with the teachers union or the school board.</p>
<p>Number of Points Criteria #3: /10</p>			

NEEDS ANALYSIS: TIME AND SUPPORT***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Time and Support and addresses these issues <i>directly</i> with specific bold plans.</p> <p>Collaboration with teachers union and school board included in plan to address issues regarding Time and Support.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Time and Support and addresses these issues <i>directly</i> with specific, bold plans.</p> <p>There is evidence of collaboration with the teachers union and the school board. However the groups are not included in the plan to address issues regarding Time and Support.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Time and Support and addresses these issues <i>directly</i> with specific plans.</p> <p>There is evidence of collaboration either the teachers union or the school board but neither group is included in the plan to address issues regarding Time and Support.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Time and Support and/or does not address these issues <i>directly</i> with specific plans.</p> <p>There is no evidence of collaboration with the teachers union or the school board.</p>
<p>Number of Points Criteria #4: <u> /10 </u></p>			

NEEDS ANALYSIS: GOVERNANCE***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Governance and addresses these issues <i>directly</i> with specific, bold plans.</p> <p>Collaboration with teachers union and school board are included in plan to address issues regarding Governance.</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Governance and addresses these issues <i>directly</i> with specific, bold plans.</p> <p>There is evidence of collaboration with the teachers union and the school board. However the groups are not included in</p>	<p>The LEA describes clearly, with detail, the actions the LEA has taken or will take to modify its practices or policies to enable its schools to implement the selected intervention(s), fully and effectively. The response demonstrates a thorough understanding of key issues facing the LEA regarding Governance and addresses these issues <i>directly</i> with specific plans.</p> <p>There is evidence of collaboration either the teachers union or the school board but neither group is included in the plan to address issues regarding Governance.</p>	<p>The response demonstrates an insufficient understanding of key issues facing the LEA regarding Governance and/or does not address these issues <i>directly</i> with specific plans.</p> <p>There is no evidence of collaboration with the teachers union or the school board.</p>

	the plan to address issues regarding Governance.		
Number of Points Criteria #5:		<u> /10 </u>	

*CAPACITY****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA plans to provide sufficient staffing and/or other resources to the school to ensure full and effective implementation of the intervention model. Plan includes specific details on how this will be accomplished.</p> <p>The response demonstrates a thorough understanding of key issues related to dramatic school intervention and demonstrates capacity to successfully intervene in the school(s) identified.</p> <p>There is strong evidence of collaboration with teachers union and the school board.</p>	<p>LEA plans to provide sufficient staffing and/or other resources to the school to ensure full and effective implementation of the intervention model. Plan includes specific details on how this will be accomplished.</p> <p>The response demonstrates an understanding of the key issues related to dramatic school intervention and demonstrates capacity to successfully intervene in the school(s) identified.</p> <p>There is evidence of collaboration with the teachers union and the school board.</p>	<p>LEA plans to provide sufficient staffing and/or other resources to the school to ensure full and effective implementation of the intervention model.</p> <p>The response demonstrates an understanding of the key issues related to school intervention.</p> <p>There is collaboration with either the teachers union or the school board.</p>	<p>The response lacks meaningful detail regarding how the LEA will provide staffing and/or other resources to the school to ensure full and effective implementation of the intervention model, or LEA's plan to provide support and/or resources is insufficient.</p> <p>There is no collaboration with the teachers union and the school board</p>
Number of Points Criteria #6:		<u> /10 </u>	

ATTACHMENT 4: GOALS

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.</p> <p>A small number of strategic, measureable, realistic, and time-bound goals are included. LEA plans to measure and address areas that, if improved, will have the greatest impact on student achievement.</p> <p>LEA includes measurement and improvement on leading indicators</p>	<p>The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.</p> <p>A small number of strategic, measureable, realistic, and time-bound goals are included. LEA plans to measure and address areas that, if improved, will have the greatest impact on student achievement.</p>	<p>The LEA describes ambitious but achievable annual goals for student achievement on the State's assessments in both reading/language arts and mathematics.</p> <p>There are additional goals but are not strategic, measurable or time-bound.</p>	<p>The LEA does not provide annual achievement goals; or student achievement goals on the state's assessments in language arts and math are unrealistic or low.</p>

including school climate and culture.			
Number of Points Criteria #7:	<u> /10 </u>		

SECTION II: PROPOSED ACTIVITIES

*IDENTIFYING PRINCIPAL****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>If principal will be new: 1) an extensive recruiting strategy that describes how LEA will specifically recruit prospective principals who have been successful at dramatic school intervention with similar populations of students, 2) a rigorous selection process is planned for, and 3) role of Lead Partner and LEA in this process clearly described.</p> <p>If principal in place, principal’s knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are described in detail.</p>	<p>If principal will be new: 1) a sufficient recruiting strategy that describes how LEA will specifically recruit prospective principals who have been successful at dramatic school intervention with similar populations of students, 2) a rigorous selection process is planned for, and 3) role of Lead Partner and LEA in this process clearly described.</p> <p>If principal in place, principal’s knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are described generally.</p>	<p>If principal will be new: 1) a sufficient recruiting strategy that describes how LEA will specifically recruit prospective principals who have been successful at dramatic school intervention with similar populations of students, 2) a rigorous selection process is planned for.</p> <p>If principal in place, principal’s knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are described generally.</p>	<p>If principal will be new, either a sufficient recruiting strategy is not provided or a rigorous selection process is not planned for.</p> <p>If principal in place, principal’s knowledge, skills, and abilities, that are related to successfully leading the selected intervention model are not described.</p>
Number of Points Criteria #1:			<u> /10 </u>

*OPERATIONAL FLEXIBILITY****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates. Plan demonstrates commitment (such as through changes to LEA policy and/or</p>	<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates. Plan demonstrates commitment (such as through changes to LEA policy and/or</p>	<p>The LEA describes its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates. Plan demonstrates commitment (such as through changes to LEA policy and/or</p>	<p>The LEA does not describe its commitment and plan to grant the principal sufficient operational flexibility to implement a comprehensive approach to instruction and learning supports in order to substantially improve student achievement outcomes and increase high school graduation rates. Plan demonstrates lack of commitment (such as through changes to LEA policy</p>

<p>collective bargaining agreements) to grant significant additional flexibility over the three listed, and other additional, factors:</p> <ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other <p>LEAs plan includes either a substantial increase in budget that Principal has discretion over and/or lump sum budgeting.</p> <p>LEA provides evidence that it plans to implement school-based budget formula that is weighted based on student needs.</p>	<p>collective bargaining agreements) to grant significant additional flexibility over three listed factors:</p> <ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other 	<p>collective bargaining agreements) to grant significant additional flexibility over one to two listed factors:</p> <ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other 	<p>and/or collective bargaining agreements) to grant significant additional flexibility over none or more of the following listed factors:</p> <ul style="list-style-type: none"> • Staffing • Calendars/time • Budgeting • Other
<p>Number of Points Criteria #2: /10</p>			

*EVALUATION AND PLACEMENT OF TEACHERS****

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired.</p> <p>Principals trained to interview with Turnaround competencies in mind.</p> <p>The LEA provides a specific plan to support teachers', support staff, and school leaders' effectiveness using the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample</p>	<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired.</p> <p>Principals trained to interview with Turnaround competencies in mind.</p> <p>The LEA provides a specific plan to support teachers', support staff, and school leaders' effectiveness using the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample</p>	<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired.</p> <p>Principals trained to interview with Turnaround competencies in mind.</p> <p>The LEA provides a specific plan to support teachers', support staff, and school leaders' effectiveness using the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample</p>	<p>(Turnaround) The LEA describes a plan to meaningfully evaluate all existing staff to inform decisions about which teachers (no more than 50 %) will be rehired.</p> <p>Principals are not trained to interview with Turnaround competencies in mind.</p> <p>The LEA does not provide a specific plan to support teachers', support staff, and school leaders' effectiveness the following strategies: Ensuring the school is not required to accept a teacher or other staff member without the mutual consent of the teacher/staff member and principal; Establishing systems and providing flexibility to remove those teachers who, after receiving ample support and</p>

<p>support and opportunity to improve, have not done so.</p> <p>Application includes specific plans for amending Collective Bargaining Agreement (if staff in the LEA are represented by a union), and application describes specific language in Collective Bargaining Agreement (if staff in the LEA are represented by a union) that will be modified or amended to allow LEA to evaluate existing staff in order to identify and place only the individuals that demonstrate the greatest potential to successfully implement the intervention model.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>support and opportunity to improve, have not done so.</p> <p>Application includes specific plans for amending Collective Bargaining Agreement (if staff in the LEA is represented by a union).</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>support and opportunity to improve, have not done so.</p> <p>Application includes general plans for amending Collective Bargaining Agreement (if staff in the LEA is represented by a union).</p>	<p>opportunity to improve, have not done so.</p>
<p>Number of Points Criteria #3: /10</p>			

*EVALUATION SYSTEM****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include four of the following elements in the 2012-13 school year and beyond, <i>and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion:</i> 1) Takes into account data on student growth as a significant factor; 2) Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; 3) Differentiates</p>	<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that include four of the following elements in the 2012-13 school year and beyond, <i>and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion:</i> 1) Takes into account data on student growth as a significant factor; 2) Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates;</p>	<p>The LEA describes a plan and its capacity to use rigorous, transparent, and equitable evaluation systems for teachers, support staff, and principals that includes four of the following elements in the 2012-13 school year and beyond, <i>and details an approach to use ratings as the basis for dismissals, pay, PD, and promotion:</i> 1) Takes into account data on student growth as a significant factor; 2) Uses other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; 3) Differentiates</p>	<p>The LEA does not describe a plan to develop a rigorous, transparent, and equitable evaluation system for teachers, support staff, and principals.</p>

<p>teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p> <p>Application includes specific plans to engage Lead Partner or other vendor to assist with LEA negotiations with union staff membership. LEA describes plan and commitment for staff evaluation in 2011-12 that includes one or both of the following: 1) All staff (tenured and non-tenured) evaluated with existing system; 2) A number of staff members take part in a pilot of the new evaluation system in the second semester of the 2011-12 school year. The results of this evaluation could be 'no stakes' or 'low stakes'.</p>	<p>3) Differentiates teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p> <p>Application includes specific plans to engage Lead Partner or other vendor to assist with LEA negotiations with union staff membership.</p>	<p>teachers into multiple rating categories, with a high bar for achieving the highest ratings; 4) Are designed and developed with teacher, support staff, and principal involvement.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	
<p>Number of Points Criteria #4: <u> 10 </u></p>			

*FINANCIAL INCENTIVES****

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>LEA describes specific plans in narrative and in budget to utilize three of the following strategies for all three years of the grant: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p> <p>Financial incentives described address an identified area of weakness at the school. The opportunities for promotion and career growth include specific plans to</p>	<p>LEA describes specific plans in narrative and in budget to utilize three of the following strategies for all three years of the grant: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p> <p>Financial incentives described address an identified area of weakness at the school. The opportunities for promotion and</p>	<p>LEA describes specific plans in narrative and in budget to utilize three of the following strategies for all three years of the grant: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p> <p>Financial incentives described address an identified area of weakness at the school. Roles of the LEA and the Lead Partner as they relate to this process are clearly</p>	<p>LEA describes general plans in narrative and in budget to utilize up to three of the following strategies: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions to recruit, place, and retain effective staff.</p>

create a career ladder/lattice that allows staff with demonstrated student achievement gains to advance into leadership roles. Plan includes alternative to pay scale that bases raises in salary on improving student achievement rather than years served. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	career growth include specific plans to create a career ladder/lattice that allows staff with demonstrated student achievement gains to advance into leadership roles. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	described.	
Number of Points Criteria #5: /10			

*EXTENDED TIME****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The LEA describes a high-quality plan to significantly increase learning time in the school in all three years of the grant, such as through lengthening of the school day, week, or year. <i>LEA describes a plan to increase learning time for students by more than 20%.</i> <i>Costs associated with planning for how extended time will be used is budgeted for in advance of the 2011-12 school year.</i> Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day, week, or year. <i>LEA describes a plan to increase learning time for students by 10% to 20%.</i> <i>Costs associated with planning for how extended time will be used is budgeted for in advance of the 2011-12 school year.</i> Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day, week, or year. <i>LEA describes a plan to increase learning time for students by 5% to 10%.</i> <i>Costs associated with planning for how extended time will be used is budgeted for in advance of the 2011-12 school year.</i> Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	The LEA describes a high-quality plan to increase learning time in the school in all three years of the grant, such as through lengthening of the school day or year. <i>LEA describes a plan to increase learning time for students by up to at least 5%.</i>
Number of Points Criteria #6: /10			

*ALIGNMENT OF STANDARDS****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
LEA provides detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned with	LEA provides detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned	LEA provides detailed description of how LEA used research and data to choose instructional programs for the school(s) that are vertically aligned and aligned	LEA does not provide a detailed description of how LEA used research and data to choose instructional programs for

state standards. Evidence has been provided that the selected instructional programs are effective in other schools with similar populations of students. Citations for third-party research in support of the selected programs are provided. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	with state standards. Evidence has been provided that the selected instructional programs are effective in other schools with similar populations of students. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	with state standards. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.	the school(s) that are vertically aligned and aligned with state standards.
Number of Points Criteria #7: <u> /10 </u>			

TRANSITIONS

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEA provides a specific plan for implementing the following transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery. ● Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop out in the 9th grade <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>LEA provides a specific plan for implementing the following transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery. ● Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop out in the 9th grade 	<p>LEA provides a limited plan for implementing transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery. ● Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop out in the 9th grade 	<p>LEA does not provide a specific plan for implementing the following transition support programs such as:</p> <ul style="list-style-type: none"> ● Implementing freshman academies ● Summer learning programs ● Providing opportunities for credit recovery. ● Establishing smaller learning communities ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention of school adjustment problems, violence, potential dropouts, etc.) ● Other programming that directly addresses the causes of student drop out in the 9th grade
Number of Points Criteria #8: <u> /10 </u>			

*PROFESSIONAL DEVELOPMENT****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Specific plans for ongoing, high quality job embedded PD is provided by the LEA and described in the narrative and planned for in the budget (if necessary). Job embedded PD directly addresses needs identified in Needs Assessment and increases the staff's capacity to successfully implement the school reform strategies and is tailored to individual student needs.</p> <p>How the LEA will enable the school(s) to complete collaborative staff efforts are specifically described in the text and planned for in the budget. Structured time for staff to collaborate, plan, and engage in PD within and across grades and subjects are clearly described. This includes; daily or weekly departmental meetings that are scheduled and planned and core grade level teachers have common planning time more than once a week. Basic outline of meetings is provided.</p> <p>Roles of the LEA and Lead Partner as they relate to this process are clearly described.</p>	<p>Specific plans for job embedded PD provided by the LEA are described in the narrative and planned for in the budget (if necessary). Job embedded PD directly addresses needs identified in Needs Assessment and is tailored to individual student needs.</p> <p>How the LEA will enable the school(s) to complete collaborative staff efforts are specifically described in the text and planned for in the budget. Structured time for staff to collaborate, plan, and engage in PD within and across grades and subjects are clearly described. Daily or weekly grade level and departmental meetings are in place or planned for.</p> <p>Basic outline of meetings provided.</p>	<p>Specific plans for job embedded PD provided by the LEA are described in the narrative and planned for in the budget (if necessary).</p> <p>How the LEA will enable the school(s) to complete collaborative staff efforts are specifically described in the text and planned for in the budget. Grade level and departmental meetings every week or every two weeks in place or planned for.</p>	<p>General plans for staff to meet are in place, or planned but little information on how often meetings will be held and how they will be structured. Additional collaborative planning time not planned for in budget.</p>
<p>Number of Points Criteria #9: /10</p>			

*GOVERNANCE****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA describes its capacity and plan to adopt a new governance structure which includes, but is not limited to hiring a "turnaround leader/or establishing a turnaround office" who reports directly to</p>	<p>The LEA describes its capacity and plan to adopt a new governance structure which includes, but is not limited to hiring a "turnaround leader/or establishing a turnaround office" who reports directly</p>	<p>The LEA describes its capacity and plan to adopt a new governance structure which includes, but is not limited to hiring a "turnaround leader/or establishing a turnaround office" who reports directly to</p>	<p>Only minor changes to how the district is structured.</p> <p>Unclear who is ultimately responsible for implementation; little specific information</p>

<p>the district Superintendent or Chief Academic Officer. Organizational chart provided that matches narrative and outlines reporting structure for district, school(s) identified, and Lead Partner. At most, one person is accountable for success of intervention at the district and, at most, one person is accountable for success of intervention within the Lead Partner. Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities and qualifications. The name of the staff person that the new staff person will report to is clearly listed. What the new staff member will specifically be held accountable for is clearly noted. Decision-making process between LEA and Lead Partner clearly described. Decisions that Lead Partner will make are outlined. Decisions that LEA will make are outlined. Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p> <p>The plan includes specific structural and programmatic changes at the LEA level to support the work.</p>	<p>to the district Superintendent or Chief Academic Officer. Organizational chart provided that matches narrative and outlines reporting structure for district, school(s) identified, and Lead Partner. At most, one person is accountable for success of intervention at the district and, at most, one person is accountable for success of intervention within the Lead Partner.</p> <p>Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities and qualifications. The name of the staff person that the new staff person will report to is clearly listed. What the new staff member will specifically be held accountable for is clearly noted.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>the district Superintendent or Chief Academic Officer. Organizational chart provided that matches narrative and outlines reporting structure for district, school(s) identified, and Lead Partner.</p> <p>Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities.</p> <p>Roles of the LEA and the Lead Partner as they relate to this process are clearly described.</p>	<p>provided.</p>
<p>Number of Points Criteria #10: <u> /10 </u></p>			

*SELECTING LEAD PARTNER****

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>The LEA details a process used for selecting, contracting, and monitoring Lead Partner. This process includes ensuring a Lead Partner’s expertise aligns with school/LEA needs identified in Needs Assessment.</p>	<p>The LEA details a process used for selecting, contracting, and monitoring Lead Partner. This process includes ensuring a Lead Partner’s expertise aligns with school/LEA needs identified in Needs Assessment.</p>	<p>The LEA details a process used for selecting, contracting, and monitoring Lead Partner. This process includes ensuring a Lead Partner’s expertise aligns with school/LEA needs identified in Needs Assessment.</p>	<p>The LEA does not detail a process used for selecting, contracting, and monitoring Lead Partner.</p>

<p>Measurable outcomes and time specific services that the LEA will receive from the selected Lead Partner and other vendors are detailed.</p> <p>This includes ongoing, intensive technical assistance and related support by the Lead Partner.</p> <p>The LEA and Lead Partner share accountability for the full and effective implementation of the intervention model and student achievement.</p>	<p>Measurable outcomes and time specific services that the LEA will receive from the selected Lead Partner and other vendors are detailed.</p> <p>The LEA and Lead Partner share accountability for the full and effective implementation of the intervention model and student achievement.</p>	<p>The LEA and Lead Partner share accountability for the full and effective implementation of the intervention model and student achievement.</p>	
<p>Number of Points Criteria #11: <u> </u>/10</p>			

*ALIGNMENT OF OTHER RESOURCES****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA includes a detailed description of how it will redirect significant local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.</p>	<p>The LEA includes a detailed description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.</p>	<p>The LEA includes a general description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.</p>	<p>The LEA does not include a sufficient description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.</p>
<p>Number of Points Criteria #12: <u> </u>/10</p>			

PRE-IMPLEMENTATION

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>LEAs application includes in the narrative and budget items that will support the full implementation of the selected model prior to the beginning of the school year. The activities align to the schools needs and may include, but not limited to, some of the following activities:</p> <p>1) Costs related to staff recruiting and selection as necessary, recruiting costs for principal-search, leadership team, and</p>	<p>LEAs application includes in the narrative and budget items that will support the full implementation of the selected model prior to the beginning of the school year. The activities align to the schools needs and may include, but not limited to, some of the following activities:</p> <p>1) Costs related to staff recruiting and selection as necessary, recruiting costs</p>	<p>LEAs application includes in the narrative and budget items that will support the full implementation of the selected model prior to the beginning of the school year. The activities align to the schools needs and may include, but not limited to, some of the following activities:</p> <p>1) Costs related to staff recruiting and selection as necessary, recruiting costs for principal-search, leadership team, and</p>	<p>LEA does not provide adequate narrative and budget describing the LEA's activities prior to the beginning of the school year.</p>

<p>teaching staff as necessary, 2) Costs related to planning time for staff involved in planning extended day that will begin in the 2011-12 school year, 3) compensation for staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments, 4) negotiation costs associated with any changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer procedures, etc., 5) Training costs staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; 6) Costs related to family and community engagement 7) Costs related to developing and piloting a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	<p>for principal-search, leadership team, and teaching staff as necessary, 2) Costs related to planning time for staff involved in planning extended day that will begin in the 2011-12 school year, 3) compensation for staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments, 4) negotiation costs associated with any changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer procedures, etc., 5) Training costs staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; 6) Costs related to family and community engagement 7) Costs related to developing and piloting a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	<p>teaching staff as necessary, 2) Costs related to planning time for staff involved in planning extended day that will begin in the 2011-12 school year, 3) compensation for staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments, 4) negotiation costs associated with any changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer procedures, etc., 5) Training costs staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; 6) Costs related to family and community engagement 7) Costs related to developing and piloting a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	
<p>Number of Points Criteria #13: <u> /10 </u></p>			

MONITORING

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>Plan includes at least quarterly updates to the local BOE, and external stakeholders, to present progress on implementation of the intervention strategies and student</p>	<p>Plan includes at least quarterly updates to the local BOE, and external stakeholders, to present progress on implementation of the intervention</p>	<p>Plan includes at least quarterly updates to the local BOE, and external stakeholders, to present progress report.</p>	<p>No plan for quarterly review of data among LEA Lead, School Leadership, Lead Partner staff, Superintendent, and Union Leadership. Plan includes occasional BOE</p>

<p>achievement.</p> <p>LEA Lead for school intervention, plans to meet with School Leadership, Lead Partner staff, Superintendent, and Union Leadership at least monthly to present progress report based on relevant data that have been collected and analyzed.</p> <p>LEA Lead for school intervention plans to meet with Lead Partner, staff, Principal, and Principal's direct reports weekly to review data that substantiates progress on achieving LEA goals and objectives and school's strategies; the leading indicators and 18 metrics; attendees discuss progress against plan and are held accountable.</p>	<p>strategies and student achievement.</p> <p>LEA Lead for school intervention plans to meet with School Leadership, Lead Partner staff, Superintendent, and Union Leadership at least quarterly to present progress report based on relevant data that have been collected and analyzed.</p> <p>LEA Lead for school intervention plans to meet with Lead Partner staff, Principal, and Principal's direct reports at least monthly to review data that substantiates progress on achieving LEA goals and objectives and school's strategies; the progress on achieving LEA goals and objectives and school's strategies; the leading indicators and 18 metrics; attendees discuss progress against plan and are held accountable.</p>	<p>LEA Lead for school intervention plans to meet with School Leadership, Lead Partner staff, Superintendent, and Union Leadership at least quarterly to discuss data.</p>	<p>meeting updates and/or annual updates.</p>
<p>Number of Points Criteria #14: <u> /10 </u></p>			

SECTION III: LEVEL OF COMMITMENT

STAKEHOLDER CONSULTATION

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Communications and outreach work done in advance of grant submission are sufficient. External and internal stakeholders were given multiple opportunities to engage in the needs assessment and strategy planning. A considerable number participated.</p> <p>District team included parents, community members, union leadership, school staff, and LEA staff.</p> <p>Stakeholder Consultation Signature Form(s) are included as evidence of meetings.</p>	<p>Communications and outreach work done in advance of grant submission are sufficient. Stakeholders were given multiple opportunities to engage in strategy planning and a considerable number participated.</p> <p>District team included parents, community members, union leadership, school staff, and LEA staff.</p> <p>Stakeholder Consultation Signature Form(s) are included as evidence of meetings.</p>	<p>Communications and outreach work done in advance of grant submission are sufficient. Stakeholders were given multiple opportunities to engage in strategy planning and a considerable number participated.</p> <p>District team included parents, community members, union leadership, school staff, and LEA staff.</p> <p>No Stakeholder Signature Forms were included in the application.</p>	<p>Limited communications and outreach work done in advance of grant submission.</p>
<p>Number of Points Criteria #1: /10</p>			

*LEVEL OF COMMITMENT ****

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Application includes five or more letters of support from leaders of organizations representing large constituencies that are clearly familiar with the specific plans for the school. Letters include specific support for the five most dramatic changes proposed at the school.</p> <p>Letter from union leadership includes specific description of all planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.</p>	<p>Application includes three or more letters of support from leaders of organizations representing large constituencies that are clearly familiar with the specific plans for the school. Letters include specific support for the five most dramatic changes proposed at the school.</p> <p>Letter from union leadership includes specific description of some planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.</p>	<p>Application includes letters of support from leaders of organizations representing large constituencies that are clearly familiar with the specific plans for the school. Letters include general support for the changes proposed at the school.</p> <p>Letter from union leadership includes general description of planned Collective Bargaining Agreement amendments and support for these amendments as part of the intervention.</p>	<p>Application includes letters of support from individuals that are not familiar with the interventions at the school.</p> <p>Letter from union leadership includes general description of support.</p>
<p>Number of Points Criteria #2: /10</p>			

COMMUNITY ENGAGEMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p> <p>Communications and outreach plan includes, specific strategies of the types listed below to increase engagement and involvement of parents and community partners. The plans for these strategies are described in detail.</p> <ul style="list-style-type: none"> •Outreach to connect with hard-to-reach families •Enhancement of welcoming and social supports for newcomers •Establishment of a range of family involvement opportunities •Holding regular public meetings to review school performance and develop school improvement plans • Using surveys to gauge satisfaction and support for schools • Communications for parents, caregivers, and community (as applicable) are provided in the language(s) of the home and/or community. 	<p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p>	<p>Future communications plan generally described.</p>	<p>Limited future communications and outreach work planned if awarded the grant.</p>
<p>Number of Points Criteria #3: /10</p>			

Section IV: TIMELINE & BUDGET

BUDGET

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>All items and staff positions listed in LEA’s budget are substantiated in the narrative portion of the application.</p> <p>LEA’s budget is directly related to the full and effective implementation of the intervention model(s) selected by the LEA for the Tier I and Tier II schools and sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget requests are reasonable and necessary expenditures and are in compliance with Title I and ARRA requirements.</p> <p>Budget expenditures are aligned each year and over the three years of the grant.</p>	<p>All items and staff positions listed in LEA’s budget are substantiated in the narrative portion of the application.</p> <p>LEA’s budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget requests are reasonable and necessary expenditures and are in compliance with Title I and ARRA requirements.</p>	<p>All items and staff positions listed in LEA’s budget are substantiated in the narrative portion of the application.</p> <p>LEA’s budget is insufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget requests are in compliance with Title I and ARRA requirements.</p>	<p>All items and staff positions listed in LEA’s budget are not substantiated in the narrative portion of the application.</p> <p>LEA’s budget is insufficient to implement the activities fully and effectively, and/or budget lacks detail to make this determination.</p>
<p>Number of Points Criteria #1: /10</p>			

TIMELINE

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The LEA includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. Extensive detail is provided.</p>	<p>The LEA includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention.</p>	<p>The LEA includes a timeline that lacks sufficient detail delineating the steps it will take to implement the selected intervention.</p>	<p>LEA does not include an implementation timeline.</p>
<p>Number of Points Criteria #2: /10</p>			

SUSTAINING AFTER GRANT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The LEA includes a detailed description of how it will align significant local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period ends.	The LEA includes a description of how it will align significant local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period ends.	The LEA includes a general description of how it will align local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period ends.	The LEA does not include a description of how it will align local, state, and/or federal dollars to sustain SIG-funded activities after SIG funding period ends.
Number of Points Criteria #3: /10			

LEA Total Scores

Section	Total LEA Capacity ***	Total LEA General	Total
Section I: Overview and Rationale	/50***	/20	/70
Section II: Proposed Activities	/110***	/30	/140
Section III: Level of Commitment	/10***	/20	/30
Section IV: Timeline & Budget	/0	/30	/30
LEA Composite Totals	/170	/100	/270

Appendix C SIG 1003(g) SCHOOL SCORING RUBRIC

SECTION I: OVERVIEW AND RATIONALE

NEEDS ASSESSMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Narrative and Part I and Part II of the Needs Assessment provide evidence that the needs assessment team analyzed school level performance data and used this information to help identify the appropriate intervention model for the school.</p> <p>The application provides data for all 18 metrics identified by the Department of Education or a rationale for why the data were not provided.</p> <p>If data points are missing the narrative identifies what the school will do to ensure that these data points are collected in the future.</p> <p>The Needs Assessment provides evidence that the district/school improvement team engaged the school's leaders, staff, parents, and other community stakeholders in the needs assessment process.</p>	<p>Narrative and Part I and Part II of the Needs Assessment provide evidence that the needs assessment team analyzed school level performance data and used this information to help identify the appropriate intervention model for the school.</p> <p>The application provides data for all 18 metrics identified by the Department of Education or a rationale for why the data cannot be collected.</p> <p>The Needs Assessment provides evidence that the district/school improvement team engaged staff and community stakeholders in the needs assessment process.</p>	<p>Narrative and Part I and Part II of the Needs Assessment provide evidence that the needs assessment team analyzed school level performance data and used this information to help identify the appropriate intervention model for the school.</p> <p>The application provides data for all 18 metrics identified by the Department of Education or a rationale for why the data cannot be collected.</p>	<p>Description of the analysis of school level performance data is not included.</p>
<p>Number of Points Criteria #1: <u> 10 </u></p>			

*ROLE OF LEAD PARTNER***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Description of Lead Partner’s responsibilities includes seven to eight of the following activities: being involved in hiring of district funded administrators at the school, strategy design, creation of performance management system, assistance with school climate and culture, community engagement, extended programming, interim assessments, compensation system reform, and/or additional substantial responsibilities (not including professional development, curricular alignment, and/or curricular mapping).</p> <p>Evidence provided that the Lead Partner will have a daily on-site presence in the school.</p> <p>Evidence provided that the LEA and Lead Partner share accountability for the full and effective implementation of the intervention model and student achievement in the selected school.</p>	<p>Description of Lead Partner’s responsibilities includes five to six of the following activities: being involved in hiring of district funded administrators at the school, strategy design, creation of performance management system, assistance with school climate and culture, community engagement, extended programming, interim assessments, compensation system reform, and/or additional substantial responsibilities (not including professional development, curricular alignment, and/or curricular mapping).</p> <p>Evidence provided that the Lead Partner will have a daily on-site presence in the school.</p>	<p>Description of Lead Partner’s responsibilities includes one to four of the following activities: being involved in hiring of district funded administrators at the school, strategy design, creation of performance management system, assistance with school climate and culture, community engagement, extended programming, interim assessments, compensation system reform, and/or additional substantial responsibilities (not including professional development, curricular alignment, and/or curricular mapping).</p> <p>Evidence provided that the Lead Partner will have a daily on-site presence in the school.</p>	<p>Description of Lead Partner’s responsibilities is not specific or includes providing professional development, curriculum alignment, and/or curricular mapping.</p>
<p>Number of Points Criteria #2: <u> /10 </u></p>			

*STAFFING***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The names of the staff positions that will monitor and evaluate the progress of this initiative are listed. All staff that is involved with the grant is listed, with their specific roles and the amount of time that they will be involved in the intervention.</p>	<p>The names of the staff positions that will monitor and evaluate the progress of this initiative are listed. All staff that is involved with the grant is listed, with the amount of time that they will be involved in the intervention.</p>	<p>The names of the staff positions that will monitor and evaluate the progress of this initiative are listed. All staff that is involved with the grant is listed with amount of time that they will be involved in the intervention.</p>	<p>Information about the staff involved in the intervention lack one or both of the following: --the names of the staff positions that will monitor and evaluate the progress of this initiative;</p>

<p>Complete job description(s) provided for each new staff member includes: specific and non-duplicated responsibilities and qualifications.</p> <p>The name of the staff person that the new staff person will report to is clearly listed. What the new staff member will specifically be held accountable for is clearly noted.</p>	<p>Complete job description(s) provided for each new staff member include: specific and non-duplicated responsibilities and qualifications.</p> <p>The name of the staff person that the new staff person will report to is not clearly listed and/or what the new staff member will specifically be held accountable for is not clearly noted.</p>	<p>Complete job description(s) are not provided for each new staff member.</p> <p>The name of the staff person that the new staff person will report to is not clearly listed and/or what the new staff member will specifically be held accountable for is not clearly noted.</p>	<p>--a list of staff that is involved with the grant is listed with amount of time that they will be involved in the intervention. Complete job description(s) not provided for each new staff member.</p> <p>The name of the staff person that the new staff person will report to is not clearly listed and/or what the new staff member will specifically be held accountable for is not clearly noted.</p>
<p>Number of Points Criteria #3: /10</p>			

SECTION II: PROPOSED ACTIVITIES

CULTURE & CLIMATE

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>A description is included to address how the school plans to enhance or develop a positive school climate where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to student needs.</p>	<p>A description is included that acknowledges that the school needs to enhance or develop a positive school climate where students feel safe, where the academic and behavioral competencies of all students are supported, and where instruction responds to student needs.</p>	<p>A description identifies some of the challenges related to the school culture and climate but does not propose any strategies for change.</p>	<p>The school culture and climate are not addressed.</p>
<p>Number of Points Criteria #1: /10</p>			

*DATA DRIVEN DECISION MAKING***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>School already does or plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis.</p>	<p>School already does or plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis.</p>	<p>School already does or plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis.</p>	<p>School neither does nor plans to collect, analyze, and share student academic and behavior data among school staff and staff at the LEA on a regular basis.</p>

School already does or plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School already uses data or plans to use data on a regular and frequent basis to make instructional modifications, enhance support services, or identify interventions.	School already does or plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School does not already use data nor does it plan to use data on a regular and frequent basis to make instructional modifications, enhance support services, or identify intervention.	School does not already do nor plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School does not already use data nor does it plan to use data on a regular and frequent basis to make instructional modifications, enhance support services, or identify intervention.	School does not already do nor plans to ensure that all administrative staff and teachers within the school have access to student academic and behavioral progress over time on a regular basis. School does not already use data nor does it plan to use data on a regular and frequent basis to make instructional modifications, enhance support services, and/or identify intervention.
Number of Points Criteria #2: /10			

*CURRICULUM AND ASSESSMENT ***

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The proposed curriculum is aligned to state standards and includes clear expectations for student learning.</p> <p>The plan insures access and equity to a high quality curriculum for all students.</p> <p>A list of assessments currently administered and planned for is provided.</p> <p>The proposal details plans to implement instructional practices that are selected based on data and promote the regular and frequent use of student data to adjust instruction and curriculum based on progress monitoring.</p>	<p>The proposed curriculum is aligned to state standards and includes clear expectations for student learning.</p> <p>The plan insures access and equity to a high quality curriculum for all students.</p> <p>A list of assessments currently administered is provided.</p> <p>The LEA describes a plan that was only moderately based on data and does not clearly promote the regular and frequent use of student data to adjust instruction and curriculum based on progress monitoring.</p>	<p>The proposed curriculum is aligned or will be aligned to state standards and will include clear expectations for student learning.</p> <p>The plan does not clearly define how it will ensure access and equity to a high quality curriculum for all students.</p> <p>A list of assessments currently administered is provided.</p> <p>The LEA does not describe a plan to implement instructional practices that are selected based on data and promote the regular and frequent use of student data to adjust instruction and curriculum based on progress monitoring.</p>	<p>The proposed curriculum is not aligned to state standards and does not establish clear expectations for student learning.</p> <p>A list of assessments currently administered is not provided.</p>
Number of Points Criteria #3: /10			

INSTRUCTION**

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>Process for analyzing student needs and then building support and interventions to directly address those needs is currently in place or planned.</p> <p>Instructional and learning supports include five or more of the strategies below with a very clear description of how the interventions directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions. ● Establishing smaller learning communities. ● Providing supports/PD for working with SPED and ELL. ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity. ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation. ● Establishing early warning systems (focused on prevention absences, low grades, violence, potential dropouts, etc.). ● Providing opportunities for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics). 	<p>Process for analyzing student needs and then building support and interventions to directly address those needs is currently in place or planned.</p> <p>Instructional and learning supports include five or more of the strategies below with an insufficient description of how the interventions directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions. ● Establishing smaller learning communities. ● Providing supports/PD for working with SPED and ELL. ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity. ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation. ● Establishing early warning systems (focused on prevention absences, low grades, violence, potential dropouts, etc.). ● Providing opportunities for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics). 	<p>Process for analyzing student needs and then building support and interventions to directly address those needs is currently in place or planned.</p> <p>Instructional and learning supports include two to four of the strategies below and/or an insufficient description of how the interventions directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions. ● Establishing smaller learning communities. ● Providing supports/PD for working with SPED and ELL. ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity. ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation. ● Establishing early warning systems (focused on prevention absences, low grades, violence, potential dropouts, etc.). ● Providing opportunities for advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics). 	<p>Process for analyzing student needs and then building support and interventions to directly address those needs is not currently in place nor planned.</p> <p>Instructional and learning supports include one of the strategies below and/or an insufficient description of how the intervention directly addresses current student needs:</p> <ul style="list-style-type: none"> ● Using and integrating technology-based supports and interventions. ● Establishing smaller learning communities. ● Providing supports/PD for working with SPED and ELL. ● Conducting periodic reviews to ensure curriculum and learning supports are being implemented with fidelity. ● Providing opportunities for credit recovery ● Implementing programs for basic skills remediation ● Establishing early warning systems (focused on prevention absences, low grades, violence, potential dropouts, etc.)
<p>Number of Points Criteria 4: <u> /10 </u></p>			

SUPPORT SERVICES

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>The narrative describes how the school will organize themselves to ensure that every student has a pathway to success and is supported through a wide variety of programs and instructional approaches. Strategies include but are not limited to: screening for deficits in academics and behavioral functions (for example, self-management and relationship skills) and monitoring progress at regular intervals. Interventions include one-on-one or small-group tutoring in one or more academic skill areas, specific interventions targeting social-emotional needs (such as social and emotional learning), or targeted language interventions.</p> <p>Enrichment opportunities that support career and/or college readiness for all students are provided.</p>	<p>The narrative describes how the school will organize themselves to ensure that every student has a pathway to success and is supported through a wide variety of programs and instructional approaches.</p> <p>Enrichment opportunities that support career and/or college readiness for all students are provided.</p>	<p>The narrative identifies the need for support services but does not detail the plan for specific services for specific student groups.</p> <p>Enrichment opportunities that support career and/or college readiness are provided for selected students.</p>	<p>The application does not address the inclusion of support services.</p>
<p>Number of Points Criteria #5: /10</p>			

PROFESSIONAL DEVELOPMENT

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Specific plan for ongoing, high quality job embedded PD is provided and supports the implementation of the selected intervention model.</p> <p>The PD plan includes processes to identify individual staff needs, monitor implementation, and make modifications based on changing needs.</p>	<p>Specific plan for ongoing job embedded PD provided and support the implementation of the selected intervention model.</p> <p>The PD plan includes processes to identify individual staff needs and monitor implementation.</p> <p>Job embedded PD directly addresses</p>	<p>Specific plan for job embedded PD provided.</p> <p>Collaborative staff efforts are specifically described in the narrative and planned for in the budget. Grade level and departmental meetings occur weekly or every two weeks or are planned for.</p>	<p>General plan to meet in place, or planned but little information on how often meetings will be and how they will be structured. Additional collaborative planning time not planned for in budget.</p>

<p>Job embedded PD directly addresses needs identified in Needs Assessment and is tailored to individual student needs.</p> <p>Collaborative staff efforts are specifically described in the narrative and planned for in the budget. Structured daily or weekly departmental meetings in place or planned for. Core grade level teachers have structured common planning time more than once a week. Basic outline of meetings provided.</p>	<p>needs identified in Needs Assessment and is tailored to individual student needs.</p> <p>Collaborative staff efforts are specifically described in the narrative and planned for in the budget. Daily or weekly grade level and departmental meetings in place or planned for. Basic outline of meetings provided.</p>		
<p>Number of Points Criteria #6: /10</p>			

COMMUNICATING VISION

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
<p>Communications and outreach work completed in advance of the grant submission regarding the vision and goals of the proposed SIG 1003(g) proposed activities and selected intervention with school staff, families, and the community - are well documented and are more than sufficient.</p> <p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p> <p>Communications and outreach plan include two or more, specific strategies of the types listed below to increase engagement and involvement of parents</p>	<p>Communications and outreach work completed in advance of the grant submission regarding the vision and goals of the proposed SIG 1003(g) proposed activities and selected intervention with school staff, families, and the community are more than sufficient.</p> <p>Communications and outreach plan for the future is based on best practice and includes regular, frequent meetings with parents, community members and staff to update them on the key metrics of the intervention.</p> <p>Communications and outreach plan include two or more, specific strategies of the types listed below to increase engagement and involvement of parents and community partners. The plans for</p>	<p>Communications and outreach work done in advance of grant submission on the proposed SIG 1003(g) activities and selected intervention are sufficient.</p> <p>Communications and outreach plan for the future are not sufficiently specific.</p>	<p>Limited communications and outreach work done in advance of grant submission</p> <p>Limited future communications and outreach work planned if awarded the grant.</p>

<p>and community partners. The plans for these two or more strategies are described in detail.</p> <ul style="list-style-type: none"> • Outreach to connect with hard-to-reach families. • Enhancement of welcoming and social supports for newcomers. • Establishment of a range of family involvement opportunities. • Holding regular public meetings to review school performance and develop school improvement plans. • Using surveys to gauge satisfaction and support for schools. <p>Communications for parents, caregivers, and community (as applicable) are provided in the language(s) of the home and/or community.</p>	<p>these two or more strategies are briefly described.</p> <ul style="list-style-type: none"> • Outreach to connect with hard-to-reach families. • Enhancement of welcoming and social supports for newcomers. • Establishment of a range of family involvement opportunities. • Holding regular public meetings to review school performance and develop school improvement plans. • Using surveys to gauge satisfaction and support for schools. <p>Communications for parents, caregivers, and community (as applicable) are provided or are planned to be in the language(s) of the home and/or community.</p>		
<p>Number of Points Criteria #7: <u> 10 </u></p>			

SECTION III: TIMELINE & BUDGET

BUDGET

<p>STRONG 10 points</p>	<p>MODERATE 5 points</p>	<p>LIMITED 2 points</p>	<p>NOT PROVIDED 0 points</p>
<p>All items and staff positions listed in budget are substantiated in the narrative portion of the application.</p> <p>Budget is directly related to the implementation of the intervention model and sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget requests are reasonable and</p>	<p>All items and staff positions listed in budget are substantiated in the narrative portion of the application.</p> <p>Budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget requests are reasonable and necessary expenditures and are in compliance with Title I and ARRA</p>	<p>All items and staff positions listed in budget are substantiated in the narrative portion of the application.</p> <p>Budget is sufficient to implement the activities fully and effectively. Budget includes sufficient detail to make this determination.</p> <p>Budget requests are reasonable and necessary expenditures and are in compliance with Title I and ARRA</p>	<p>All items and staff positions listed in budget are not substantiated in the narrative portion of the application.</p> <p>Budget is insufficient to implement the activities fully and effectively, and/or budget lacks detail to make this determination.</p>

necessary expenditures and are in compliance with Title I and ARRA requirements. The proposal includes a description of how it will redirect significant local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.	requirements. The proposal includes a description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.	requirements. The proposal does not include a sufficient description of how it will redirect a portion of local, state, and/or federal dollars to maximize the funding impact of School Improvement Grant funds.	
Number of Points Criteria #1: /10			

TIMELINE

STRONG 10 points	MODERATE 5 points	LIMITED 2 points	NOT PROVIDED 0 points
The school includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention. Extensive detail is provided.	The school includes an ambitious but reasonable timeline delineating the steps it will take to implement the selected intervention.	The school includes a timeline that lacks sufficient detail delineating the steps it will take to implement the selected intervention.	The school does not include a timeline.
Number of Points Criteria #2: /10			

School Scores

Section	Total School Readiness **	Total School General	Total
I. Overview & Rationale	/20**	/10	/30
II. Proposed Activities	/30**	/40	/70
III. Timeline & Budget	/0	/20	/20
SCHOOL Composite Totals	/50**	/70	120

FY 2012 School Improvement Grant –Section 1003(g) FINAL SCORE SHEET

For a detailed overview of the proposal scoring criteria, see the scoring rubrics in Appendices B and C (i.e., LEA and school respectively). In the LEA section of the scoring rubric, items identified by three asterisks (***) indicate capacity related criteria. In the school section of the scoring rubric, items identified by two asterisks (**) indicate readiness related criteria.

The scoring process occurs in two steps. In the first step, ISBE will add the *LEA Capacity Score* to the *School Readiness Score* to generate the *Capacity/Readiness Composite Score*. Applications with a *Capacity/Readiness Composite Score* lower than 154 will not be eligible for funding. If the *Capacity/Readiness Composite Score* is 154 or higher, ISBE will add the *Capacity/Readiness Composite Score* to the *General Composite Score*, which is comprised of the *LEA General Score* and the *School General Score* to generate the *Total School Score*. In cases where a district has multiple school applications, the *LEA's Capacity* and *General* scores will remain the same and be added to each school's *Readiness* and *General* scores. Thus producing different composite scores for each school, which in turn will generate different *Total School Scores* for each school the LEA seeks to fund.

In the second step, ISBE will then rank each school, based on the *Total School Score*, from highest to lowest. In order to identify grant finalists, ISBE will review the funding requests of each proposal, and finalists will include all schools that could potentially be recommended for funding, based on their rank and available funding. ISBE staff will conduct interviews with each finalist to further discuss and clarify proposed activities. Information gathered in the interviews will be used to make final determinations regarding which schools will be recommended for funding.

LEA CAPACITY SCALE ***

High Capacity *** (170-135)	All of the capacity criteria relevant to the LEA's selected school intervention model have been adequately addressed.
Moderate (134-119)	Most of the capacity criteria relevant to the LEA's selected school intervention model have been adequately addressed.
Low (118 and Below)	A few or none of the capacity criteria relevant to the LEA's selected school intervention model have been adequately addressed.

SCHOOL READINESS SCALE **

High Readiness ** (50-40)	All of the readiness criteria relevant to the school's selected intervention model have been adequately addressed.
Moderate (39-35)	Most of the above criteria relevant to the school's selected intervention model have been adequately addressed.
Low (34 and Below)	A few or none of the readiness criteria relevant to the school's selected intervention model have been adequately addressed.

LEA Score	Capacity ***	General	Total
Section I: Overview and Rationale	/50	/20	/70
Section II: Proposed Activities	/110	/30	/140
Section III: Commitment	/10	/20	/30
Section IV: Timeline & Budget	/0	/30	/30
LEA Score	/170	/100	/270

School Score	Readiness **	General	Total
Section I: Overview and Rationale	/20	/10	/30
Section II: Proposed Activities	/30	/40	/70
Section III: Timeline & Budget	/0	/20	/20
School Score	/50	/70	/120

Total School Score (One per School)

	LEA Name	School Name	Totals
Capacity/ Readiness Composite Score	/170	/50	/220
General Composite Score	/100	/70	/170
Total School Score	/270	/120	/390